



# MyWorld

3

***Teacher's  
Resource Book***

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## Lesson 1: The Human Story

### Lesson Objectives

The lesson aims to get the following objectives:

1. To give children the idea that humans have greatly civilized themselves over time.
2. To introduce the various phases of human history: hunting-gathering, evolution of languages, development of tools, use of farming techniques, organization into cities, towns and empires and so on.
3. To introduce the concepts of industrial age (the industrial revolution) and the information age (the information revolution) that have greatly altered and eased human life
4. To bring to light that present-day humans have evolved themselves into most productive, most intelligent and most peaceful species than any of their ancestors

### Lesson Starters

Begin by examining children interest in their family history. Ask following questions to brainstorm this: ‘Do you know where your grandfather/grandmother lived when they were young? Not the same house as the present one, right? Do you think they knew how to operate a computer? Yes or No? No, there were no computers when your grandfather/grandmother were children, right? ‘What other things you think they did not have? TV? Radio? Cars?

Ask similar questions about their parents’ history about knowing and using things. Do you think your father or mother played games on mobile like you do today? No, right? What did they play then?

Now tell them, that like their parents and grandparents, humans have always sought to change ways in which they play, eat , interact and live along with other people. The lesson today will tell them the major times in which humans have learned various things to make their life easier and simpler.

### Teaching

The story of human evolution (development over time) began in Africa about 2 million years ago. It describes the very long process that our ancestors went through to ultimately become modern humans.



To make it easy for the class, you can sum up this process simply into a timeline to give a broad overview of the story. The timeline should show major phases like:

- Human Beginnings = Africa, 2 Million years ago
- Homo Erectus Turns Homo Sapiens = 0.5 Million years ago
- Development of Languages = 43000 years ago
- Development of Agriculture = 10000 years ago
- Humans Built Empire = 6000 years ago until 500 years ago
- Humans Built Industries = 400 years ago
- Humans Enter Information Age = 50-100 years ago

Explain to the students that we know about early humans by studying their fossils (remains of dead bodies, plants and other things used by early humans). As new fossils are uncovered every decade, scientists agree about the basic story.

As you read the lesson, stress on the major achievement of that phase (e.g. languages developed about 43000 years ago). The children should readily understand that each phase is part of human civilization the fruits have brought us the modern life.

### Answers to Comprehension Assessment

1. Why are we called civilized people?
  - A. We are called civilized people because unlike ancient humans, we live peacefully among groups and families and use tools and knowledge to fulfill our basic needs.
2. What are the basic needs of a human being?
  - A. The basic needs of a human being are food, clothes and shelter.
3. Who were the two extinct species of humans and how they differ from each other?
  - A. The two extinct species of humans were Homo Habilis and Homo Erectus. Homo Habilis had small-sized brains and undeveloped vocal chords. On the other hand, Homo Erectus had bigger brain size and proper vocal chords as well as upright bodies.
4. Why humans need to build empires?

- A. Human built empires when they learned the benefits of living in towns and cities. A large number of towns and cities came under common rulers when battles were fought for large share of lands.
5. Why our age is called information age?
- A. Our age is called information age because most of the work in our times is done by machines. We just need to be informed about how to control machines to get most of our needs.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

#### Support Material

1. Explore comprehensive timelines of human history at <http://humanhistorytimeline.com/> and <http://humanorigins.si.edu/evidence/human-evolution-timeline-interactive>
2. Theories about human evolution from Homo Erectus to Homo sapiens are often disputed. Check this article online for clarity.  
[http://realhistoryww.com/world\\_history/ancient/Homo\\_habilis\\_erectus\\_neanderthal.htm](http://realhistoryww.com/world_history/ancient/Homo_habilis_erectus_neanderthal.htm)
3. Additional resources and activities relating early human history can be downloaded from <http://ancienthistory.mrdonn.org/>

## Lesson 2: Concept of Human Rights

### Lesson Objectives

1. To give children the concept of basic human rights, such as food, clothes, shelter, freedom, education and health
2. To familiarize children with the basic human responsibility i.e. being helpful for marginalized and poor segments of our society

3. To create an understanding about special rights granted to children, such as the right to live with parents
4. To create an understanding that human rights belong to everybody no matter what.
5. To help children identify people they (or their parents) can help in some manner.

### Lesson Starters

The crux of this lesson is to create a sense of responsibility in children towards people other than their families. Hence, brainstorming for this should include a question-answer session which encourages children to speak up about how they can be/have been helpful for people they are not directly connected to.

Ask questions like. ‘What do human beings need to survive? Food, clothes, shelter, right? ‘Do you or your parents help your maid or her children to food or clothes? Do you know a guard, a gardener, a painter, electrician, carpenter, mechanic or someone whose children work rather than going to school. Why do they work when they are supposed to go to school? Can you teach any of their children learn ABCD, at least?

Now tell children that the lesson will teach them how to identify people we can help and the ways in which we can help.

### Teaching

Present a number of statements to students which are a mix of needs, wants and rights and ask them to categorise them. Food, clothes, shelter are rights. Luxury cars and swimming pools are wants. Education, health and physical activities are needs. Explain to the children that needs and rights are more important than wants. The world has enough to fulfill needs and rights of all human beings. It however cannot fulfill wants of all people.

The lesson already follows an introduction about why human rights are important: Without human rights, people who are deprived of basic needs will try to empower themselves to the point that they can get their right. This can sometimes be so brutal that wars can take place. The disregard for rights of others has always been the cause of social conflict, causing wars and battles and turmoil and destruction. Tell your children that most of their own fights occur as a

result of disrespecting rights of others e.g. if you eat away another's lunch without permission, you will have to be ready to get your own lunch taken or get punished.

While getting the lesson read, emphasize on section for education the most, because it is one area where children can do a lot about helping others. Tell them that they have learned enough to at least teach a child what they have learned in nursery through class 1, and as they grow and learn, they can share their learning and books with children who cannot afford to go to school.

Right to food, clothes and shelter must also be stressed upon as a basic concept in Islam. Quote examples of Kheraat (giving alms to the poor), fasting and Hijrat to explain how Muslims stick with the sense of being empathetic about problems of the poor.

### Answers to Comprehension Assessment

1. Why people are deprived of their basic needs?
  - A. People are deprived of their basic needs such as food, clothes and shelter as they cannot afford to buy them.
2. What impacts a literate person should leave on the society?
  - A. A literate person must identify and help the people deprived of their basic human rights. As literate people, we are supposed to help the needy and the destitute, the diseased and the illiterate, and the hungry and the poor.
3. What are our responsibilities as human beings towards our society?
  - A. As human beings, we have the following responsibilities towards our society:
    1. We should not waste money on expensive food, branded clothes, luxury cars and other items.
    2. We should share our books and knowledge with those who cannot afford to get education.
    3. We should reach out to those in need of the help. There are people in old homes and hospitals, jails and slums, orphanages and rehabilitation camps. We can help all such people in some way.

**Extended Teaching****Net Extra:**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

**Support Material**

1. Explore the United Nations online resource on ‘Teaching Human Rights’ at [http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub\\_United%20Nations\\_ABC\\_human%20rights.pdf](http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf)
2. Check out extensive resources (units, lesson plans, videos, multimedia, and stories in this collection of teacher resources) relating to children rights at <http://teachunicef.org/explore/topic/child-rights-erc>
3. Also check out valuable teaching resources from Human Rights Resource Centre here at <http://www1.umn.edu/humanrts/edumat/activities.shtm>

**Lesson 3: Our Solar System****Lesson Objectives**

1. To make students understand the place of Sun and its planetary system
2. To make students understand the composition and functioning of the Sun
3. To present the concept of giant planets (Jupiter, Saturn, Neptune and Uranus) versus the small planets (Mercury, Venus, Earth and Mars)
4. To familiarize children with different periods of orbits on different planets
5. To familiarize children with the functioning and composition of Earth’s moon
6. To introduce the concept of planetary debris (meteoroids, asteroids etc) as parts of the solar system



**Lesson Starters**

Stars have always fascinated humans. The main point of the lesson is to bring to light the enormous wonders of the solar system and excite children about how just a medium sized star from the billions contained in our universe has been the centre of all life that we know of.

Your children must be familiar with the ‘Twinkle Twinkle Little Star’ rhyme. Ask anyone of them to say it aloud and then begin asking questions like ‘why does that poem says, ‘little star’ when we know it is so huge? (Because it is so far, far away that we see it as a tiny object in the sky; if we were on a planet of a different star, we will see sun in about the same size as we see other stars!). Now tell children that Sun is just like all the stars they see in the night, except that it is close to our own planet, the earth. We see it bigger than other stars in the sky because it is millions of times nearer to us than other stars.

Once you have cleared the concept of Sun as ‘a star’ it is time to explain its various planets.

**Teaching**

Consider introducing this lesson based upon the Earth and its place in the solar system. The children should understand that what we call world is simply the planet on which we (the humans) live along with other forms of life (plants, animals, insects etc.) If you take out these living beings, our planet will look deserted like any other planet, with vast, uninhabited lands. Fortunately, Earth has conditions that suit life. Other planets do not. In this lesson, we therefore look at all planets that fall within the range of Solar System, the system in which 8 planets, including the Earth, circle around the Sun all time around.

It is important to clear the concept of planetary orbits. Depended on the distance from the sun, each planet will take certain days to complete one revolution. Mercury takes 88 days. Earth takes 365.

The section for Earth needs special attention as it is known to be the only planet with life. Explain to the students that the earth has experienced a number of changes which gives it the necessary weather, air and water needed for living beings to survive. No other planet has yet been found to have these conditions.

Similarly, take time to explain how earth's moon is different from moons of other planets. It orbits earth in about 28 days. It does not have any atmosphere. However, due to its closeness from the Earth, humans have been able to go there in special spacecrafts.

Last, explain the wonderful concepts of dwarf planets (Pluto, for instance) and planetary debris (asteroids, meteoroids and comets) as irregular components of solar system.

### Answers to Comprehension Assessment

1. Why earth is the only living planet?
  - A. Earth is the only living planet because it has the atmosphere and water needed by living things.
2. What is a year?
  - A. A year is a revolution of a planet around the sun. Earth takes 365 days to take one revolution, or complete one year. Mercury takes just 88 days.
3. We can see a full moon on 14<sup>th</sup> night of every lunar month. Why it is fully lighted?
  - A. On 14<sup>th</sup> night of every lunar month, the moon comes into a position where it gets completely lighted on the part visible to the Earth.
4. How planets and other bodies keep their track around the sun?
  - A. The planets and other bodies move around in fixed orbits and fixed speeds around the Sun.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

### Support Material

1. Explore the website <http://www.kidsastronomy.com/> for extensive information about solar system and its various planets.
2. Check out <http://nineplanets.org/tour/> for a virtual tour of the solar system, as it looks in the space. If you have multimedia available, project it for the whole class.

3. Check out NASA kids club for resources and activities about space travel and solar system at <http://www.nasa.gov/audience/forkids/kidsclub/flash/>

## **Lesson 4: Our Earth**

### **Lesson Objectives**

1. To let students learn about the unique feature of Earth as the only planet known to have life
2. To let students learn the outer and inner structure of the Earth, including crust, mantle and core
3. To explain how the Earth rotates on its axis and how it orbits around the Sun and connect this to the concepts of day/night formation and seasons
4. To explain how the surface of the Earth is just the tip of an enormous planet

### **Lesson Starters**

Begin by asking whether students have ever wondered about the end of the Earth. (Roads have definite ends, so do mountains, oceans and rivers... where will the Earth end?). The Earth will never end because it is not flat. It is round. If you keep travelling straight on any track which is round, you will reach from just the point from where you started. The Earth is just like that. It has a ball like shape so it has no particular end as you'd see in a flat surface.

To demonstrate this, you can use a ball and start drawing a line (as if a car is traveling on a track). Explain to the children that just like the ball, travelers who complete a whole round of the Earth will end up in the same place where they started. (In reality, however, the immense distance of Pacific Ocean won't allow travelers to test this, neither will the dangerously cold Polar Regions!). But we are sure that Earth is round because we have ventured out in space and we have very clear images.

### **Teaching**

Once you have established the concept of Earth as a round structure, it will be easy to demonstrate its other features, such as its movement on the axis and its movement around the

sun. Both these movements have something to do with gravitational pull of the Sun. However, you do not need to give those concepts. For now, just explain to students that the track on which the Earth travels around the Sun is fixed and does not change because it receives an enormous, almost fixed energy from the Sun.

Connect axis and orbit movements with day/night formation and seasons by using the same ball example. You can use a ping pong ball to demonstrate how it gets light at one space (giving it the shine) while the other part does not shine. The same is the case with Earth. It gets light on one part while the other part does not get the light. As it rotates, the other part turns dark and the one that had night gets lighten up. Similarly, explain that season are formed as the Earth is bit tilted as it tracks around the sun. The upper part is tilted for about half of the track (or half of the year) and the lower part is tilted for the other half (use figure presented in the lesson for this purpose).

Next, explain how Earth is layered differently from the inside. To demonstrate this, use the picture of apricot given in the lesson. Tell students that each layer has a varied structure and that is upper layer (the crust) on which we live is divided into multiple landforms and oceans.

### Answers to Comprehension Assessment

1. How days and nights are formed?
  - A. Days and nights are formed due to spinning or rotation of the Earth. When the part of the Earth on which we live gets the sunlight, it is a day. As Earth spins, our part gets dark and we get a night.
2. Why the other planets are too hot or cold?
  - A. Other planets are too hot or too cold because they are very near to the Sun or very far away from it.
3. Why do we have seasons?
  - A. We have seasons as Earth gets a little tilted to and against the Sun while orbiting.
4. What is the significance of the Sun to the Earth?
  - A. The sun is the centre of the solar system, and like all planets, the Earth revolves around it and takes its energy in the form of light. Without sun, the plants, animals and humans on Earth will not be able to survive.



## Extended Teaching

### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

### Support Material

1. Check out a comprehensive PowerPoint presentation on composition and structure of Earth at <https://www.iwu.edu/~gpouch/geo101/18InternalStructure.ppt>
2. Also check valuable teaching guide about Earth science from NASA at [http://kids.earth.nasa.gov/guide/earth\\_system.pdf](http://kids.earth.nasa.gov/guide/earth_system.pdf)

## Lesson 5: Our Environment

### Lesson Objectives

As the future of our country, children need to be able to identify the types of pollution, the sources of the pollution, and how they can protect the environment from further pollutants.

After learning this lesson, the student will be able to:

1. Identify and discuss pollution and its type.
2. Identify and discuss sources of pollution
3. Discuss and explain why it is important to keep the environment free of pollution.

### Lesson Starters

Ask questions about what would happen if all plants are dead. What animals and plants survive without food from animals and plants? No way. Explain that the plants and animals cannot survive when land, water and air is contaminated from pollutants like plastic, smoke and industrial waste.

As a direct example, ask children how they would feel if their classroom is full of rubbish, wrappers and paper waste. 'Can you walk on the floor if it is full of water? Absolute no.

Similarly, plants and animals need clear conditions to survive. When they get dirty water, they can get extinct. Give example of how panda, green turtle and dolphin have become extinct or endangered by increasing pollution in their environment.

### Teaching

In the past 100 years technologies and industry have greatly altered the structure and environment of our world. Some changes have improved the quality of life and health for many people. Others have affected the health of people adversely. As a teaching strategy you can explain to the students how a green village will turn into a dumpster of industrial waste if plants and forests are excessively cut.

Explain each form of pollution (land, air, water) with several examples. Make clear how one form of pollution i.e. land pollution affects the entire atmosphere of a place. For example, classroom litter, a form of land pollution, may also give rise to bad odor, causing air pollution. If the water gets mixed, it will also result in water pollution.

In the section for air pollution, make sure to stress on the role of fossil fuels. Petrol, kerosene, diesel greatly damage the environment when their exhausts mix with air. We therefore need to switch to environment-friendly cars that use hybrid fuel technologies to minimize air pollution.

In the section for land pollution, you can mention the role of municipal authorities responsible for solid waste management. Encourage your children to assure that garbage from their home is properly disposed in designated municipal dumps it is properly recycled.

Last, ask students to “Brainstorm” to complete a list of ways that they can help to stop pollution. Examples: not put garbage into the lakes and streams, walk or ride bikes whenever possible, pick up litter). List the students responses on a poster titled “Let’s Stop Pollution”. Stress that because so many important things in the surroundings are shared by people in other communities, everyone must work to stop pollution of the air, water, and land.

### Answers to Comprehension Assessment

1. What is environment?
  - A. Environment is the condition of land, water and air around a place.



2. What is pollution?
  - A. Pollution is the unwanted condition of the natural environment when it is contaminated with harmful substances.
3. Who plays a major role to control the environmental damage on land? Why?
  - A. Most of the environmental damage on land is caused by human activities. Land pollution is caused as human burn fossil fuels or when waste from factories mix with water.
4. What do you think which type of pollution is more harmful for us?
  - A. Land pollution is the most harmful type of pollution as it affects not just the land but also the water and air around it.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

#### Support Material

1. Check out activities and videos related to water pollution at <http://study.com/academy/lesson/water-pollution-definition-types-and-sources.html>
2. Explore the article 'What is air pollution' on <http://eschooldtoday.com/pollution/air-pollution/what-is-air-pollution.html>

## Lesson 6: Our Pakistan

### Lesson Objectives

1. To present a recap of the main geographical features of Pakistan
2. To make children learn the unique features of the different provinces and regions of Pakistan, including FATA, Azad Kashmir and Gilgit-Baltistan.
3. To create an understanding of the demographic and cultural characteristics of different regions of Pakistan

4. To create an understanding of the main means of livelihood in each province, including agriculture, industries and services

### Lesson Starters

This lesson is aimed at building a province-wise concept of our country. Hence, you should encourage the students into answering some of the basic questions related to provinces which children may easily answer e.g.

- ‘What is the name of the province in which we live?’
- ‘Lahore is the city of which province?’
- ‘In which province is Karachi situated?’

For this purpose, you can draw a map of Pakistan on the board and mark provincial boundaries. Ask students to label the regions with the province names.

### Teaching

Using the same map as used in lesson starter, you can identify various characteristics unique to each province. Punjab is the food basket of Pakistan. Baluchistan is full of minerals. Karachi Port is in Sindh. KPK has a lot of mountains. Use small symbols and pictures on the map to specify each characteristic.

Stress on the following features while getting the lesson read in class.

1. Punjab province is a flat, alluvial plain with five major rivers dominating the upper region eventually joining the Indus river flowing south to the Arabian sea;
2. Sindh is bounded on the east by the Thar desert and the Rann of Kutch and on the west by the Kirthar range;
3. Balochistan plateau is an arid tableland, encircled by dry mountains; and
4. KPK rests almost as a valley province for its upper part, with Karakorams and the Hindukush mountains making up a large belt of highlands around it.
5. FATA is a collection of tribal areas with rugged, mountainous geography. Most of its people are Pushtons.
6. Azad Kashmir is a semi-independent region of Pakistan with its own Prime Minister and President.





7. Gilgit-Baltistan is also a semi-independent region of Pakistan with a lot of high mountains. It is set to become a province in near future.

### Answers to Comprehension Assessment

1. What do you know about the culture of Pakistan?
  - A. The people of Pakistan generally follow the Islamic culture. But depending on the geography, landform and history of the different regions, we see variety of languages and ways of living. For example, Punjab has a lot of agriculture while Baluchistan almost has none. Sind has a rich cultural history of over 5000 years, while KPK has not been able to support living for a large number of people due to its rough, rugged mountains.
2. How FATA and Azad Kashmir are different with rest of Pakistan?
  - A. FATA and Azad Kashmir are semi-independent regions of Pakistan. FATA is governed by its own local laws, as well as those of federal government. Azad Kashmir has its own Prime Minister and President.
3. Write some points about each province which shows its importance?
  - A. Baluchistan: It is the largest province of Pakistan in terms of area, but its population is smallest than any other province due to absence of water and rain. It is however rich in minerals like copper and natural gas.  
 Khyber Pakhtunkhwa: It is the 3<sup>rd</sup> largest province of Pakistan according to population. Its main industry is forestry while only a small amount of agriculture is also practiced, most of which comprises farms of fruits and nuts.  
 Punjab: Punjab is the most populated province of Pakistan. It gets its name from the 5 big rivers flowing through it. It is rich both in agriculture and industries, producing 45% of industrial output of Pakistan and more than 75% of annual food grains.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.



**Support Material**

1. Read extensive article on provinces of Pakistan at <http://nationalheritage.gov.pk/provinces.html>
2. Check out country profile of Pakistan from BBC here at <http://www.bbc.com/news/world-south-asia-12965779>
3. For statistics and figure relating to Pakistan go to <https://data.un.org/CountryProfile.aspx?crName=PAKISTAN>

**Lesson 7: Our Religions and Culture****Lesson Objectives**

1. To give children an idea of various religions practiced in our country, including Islam, Christianity, Hinduism, Judaism and Zoroastrianism.
2. To help children understand the difference between religion and culture
3. To give children the concept of two major calendars followed in Pakistan, the Islamic calendar and the English calendar.
4. To impart ideas of various national and religious festivals that take place in our country.

**Lesson Starters**

Brainstorm lesson ideas by asking a few general questions about religion and culture. ‘How many of you offer prayers? – raise your hands. ‘What is Eid?’ ‘What is a church?...Do not go into asking particular religion of the students.

**Teaching**

The crux of this lesson is to encourage children into appreciating the religious and cultural difference among themselves. As such, you should give special weight to the minority students of your class, if any.

In the section for culture, explain how people of different religions can happen to follow a similar set of traditions. Examples include the Basant, Rasm e Mehendi and Dholki which are common marriage practices in the Indo-Pak region.

Stress on the point that festivals also override religious differences. For example, a festival on Independence day is a moment of celebration for people of all religions and all cultures.

### Answers to Comprehension Assessment

1. What is our religion and what it teaches us?
  - A. Islam is the main religion of Pakistan. It teaches us lessons about how to remain peaceful, follow the truth and take care of others.
2. What do you know about Christians, Hindus and Sikhs?
  - A. Christians are followers of Christianity. Their main place of worship is a church. Hindus are followers of Hinduism. They worship in temples called Mandirs. Sikhs are followers of Baba Guru Nanak. They worship in Gurdwara.
3. Why we celebrate festivals?
  - A. Festivals are events of joy and celebration. Festivals take place to commemorate certain religious or cultural practices. Eid, Christmas and Holi are examples of festivals.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

### Support Material

1. Get a world view of the major religious systems of the world at [http://www.sdht.nhs.uk/pdf\\_docs/cultureandreligionhandbook.pdf](http://www.sdht.nhs.uk/pdf_docs/cultureandreligionhandbook.pdf)
2. Check out a PowerPoint presentation about the major cultural beliefs at [lmpcc.org.au/admin/wp-content/.../Customs-Beliefs-Death-Dying.pdf](http://lmpcc.org.au/admin/wp-content/.../Customs-Beliefs-Death-Dying.pdf)



## Lesson 8: Citizenship

### Lesson Objectives

This lesson is aimed to create a sense of responsible citizenship in young children. As such it will help them realize the rights of a citizen, including:

- Right to have a clean environment
- Right to get help in emergency
- Right to security

The lesson also introduces responsibilities that apply to adult citizens, such as paying the taxes.

### Lesson Starters

Draw a chart on the board showing examples of good and bad citizenship.

To express good/bad citizenship styles, use words like

- ‘Keep the city clean’ ‘Break the signal?’
- ‘Respect the elders’
- ‘Play loud music to annoy neighbors’ etc.

Explain to the children that as students of your school, they also bear some responsibilities, such as

- Arriving the school on time,
- Following the teachers
- Keeping the discipline.

### Teaching

- Get the lesson read in class, making separate explanations for each of the citizens’ rights and responsibilities.
- Make the role of government clear. The government runs several departments to make sure that citizens get their basic rights like security and orderly traffic etc.
- Use pictures of the lesson to emphasize the role of security agencies, rescue personnel and municipal workers.

- In the last sections of the lesson ‘Citizen’s responsibilities for participation and volunteering’ you can quote examples of community help in disasters like floods and earthquakes.
- Tell children that a government needs help of good citizens when it comes to rescuing and helping troubled citizens in times of emergencies like floods.

### Answers to Comprehension Assessment

1. Why every citizen has rights?
  - A. Every citizen gets certain rights as a reward for performing the responsibilities due to him or her.
2. What happens if people of any country don’t follow the rules and regulation?
  - A. If people do not follow the rules and regulations, the rights of the citizens are neglected. The government must punish the citizens who do not follow rules and regulations.
3. How can you become a good citizen?
  - A. We can become good citizens by performing our responsibilities. In order to be good citizens, we must:
    - Follow the law
    - Pay taxes
    - Vote in elections
    - Volunteer in communities

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

#### Support Material

Check out the WikiHow article on

‘**How to be a good citizen?**’ at

<http://www.wikihow.com/Be-a-Good-Citizen>



Explore classroom activities related to teaching citizenship at <http://www.newlanark.org/uploads/file/What%20makes%20a%20good%20citizen.pdf>

## **Lesson 9: Our Government**

### **Lesson Objectives**

1. To give students the idea of what government is, and why it is needed
2. To familiarize students about the various structural levels of government, such as federal, provincial and local government
3. To introduce the concept of legislative, executive and judiciary branches of government

### **Lesson Starters**

Before you proceed with the lesson, introduce the concept of management to the children. Tell them that when there are a large number of people in any place, they must choose someone to decide how things will be controlled. You have captains and coaches in your teams, teachers in class, mothers at home, and principal. They are all there to ensure who should do what and in what manner. For example, the teacher can best decide when it is time for a surprise test!

Without people looking to check the control and discipline, citizens may not get their rights or perform their responsibilities.

Now explain to children that like school and home and cricket teams, there must be managers who look after the whole city, whole province and the whole country. In fact, they will need a large number of people because we are talking about a really large place i.e. a city or a country!

Take this as a brainstormer and ask children who manages different places they are familiar with: banks, hospitals, police stations, courts etc.

### **Teaching**

Once you have made the idea of government clear i.e. a group of people looking after the affairs of the city, province or country, only the task of describing them in detail is left.

Explain to your students that the country-wide matters like making laws are handled by federal government. Those that relate to province like ‘preserving a provincial architecture or promoting its language or culture, or taking taxes specific to provinces’ are handled by provincial government. Similar is the case for local government that looks into matters specific to different towns of the city.

It is also important that you create a sense of ‘government writ’. No one can be above the law made by the government. Anyone not following the law can be punished by law enforcement agencies which are governmental institutions in themselves. The concept of law can also be extended by stressing on the role of the judiciary or the judicial system. Courts, lawyers and law enforcement personnel like police can make sure that everyone abides by laws made by the government and that troublemakers are put in jails so that law-abiding citizens live in peace.

### Answers to Comprehension Assessment

1. Why governments are made?
  - A. Governments are made to manage the matters of a city, province or the entire country. It does so by making laws and appointing different institutions and people. A government is structured at various levels such as federal, provincial and local so that it can handle the matters fast and easily.
2. What is election?
  - A. An election is a process by which adult citizens choose the people who they think should take the charge of government.
3. Who are ministers?
  - A. Ministers are people who sit in either provincial or national assemblies of Pakistan. They make laws or control various government matters like transport or agriculture.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

**Support Material**

1. Explore government of Pakistan official web portal for learning the basic facts about history, sports, land and people of Pakistan as well as functions and divisions of government within our country. <http://infopak.gov.pk/>
2. Learn about functions of local and state governments and get related teaching resources from <http://www.brainpop.com/educators/community/bp-jr-topic/local-and-state-governments/>

**Lesson 10: Healthy Lifestyle****Lesson Objectives**

1. To create a sense of good eating habits amongst the children
2. To make students familiar with the concept of a 'balanced diet'
3. To instill a sense of food hygiene
4. To familiarize children with the importance of physical activities

**Lesson Starters**

The lesson aims to instill a responsible health attitude in children. Brainstorming for this lesson would therefore consist of a question answer session. Ask them about their food preferences first. 'What is your favorite meal, or, what is your favorite eating place?'

Then ask them about whether they have ever tasted food like Gol Gappy and Chaat from pushcarts. Also ask whether anyone of them ever went to doctor when they had a problem with bad food? These questions will spark in them concerns about food safety and nutrition.

**Teaching**

Draw columns on board for healthy and unhealthy foods. List different healthy and unhealthy food (Nihari and Payee, Green vegetables, Milk and Eggs, Pizza and Burgers, Soft Drinks etc) and ask students to identify them as healthy or unhealthy food.

Also draw columns for healthy and unhealthy activities (watching TV for long hours, playing badminton, bicycling, playing video games etc.) and ask students to classify them.





Next, go on to explain the purpose of food. We need food to work, play and study. Food gives us energy. It also gives us power to fight diseases. Without food, we cannot survive for more than a few days.

Next, give them the concept of balanced diet, explaining that eating the same type of ‘favorite food’ every day can make people sick. The purpose here is to discourage children from over-eating excessively sugar-rich or fat-rich foods like cheese and soft drinks. It is imperative that you classify such food as unfit for health.

Explain the benefits of physical activity and outdoor sports like football, cricket, bicycling or simply running/jogging. The purpose here is to discourage children from over-engaging in activities like video gaming or TV watching.

Relate physical activity with food as well. Explain to them that they should do exercise in any manner possible, every day, and especially on days they eat high-calorie foods like Halwa Puri or Hunter Beef.

### Answers to Comprehension Assessment

1. Why healthy lifestyle can be difficult to adopt?
  - A. Healthy lifestyle can be difficult to adopt because of our busy schedules and laidback approach towards healthy diet and exercise.
2. Why physical exercises are helpful to keep us healthy?
  - A. Physical exercises are helpful to keep us healthy because they burn the excessive fat in our body and make us active.
3. What do you understand by nutritious food?
  - A. A nutritious food is one that has a balanced amount of proteins, fats and carbohydrates.

### Extended Teaching

#### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.



**Support Material**

1. Check out the following online resources for activities related to this lesson at <http://www.nourishinteractive.com/nutrition-education-printables>
2. Get teaching ideas on 'Healthy Lifestyle' at [http://www.teachingideas.co.uk/more/pshe/contents\\_healthy lifestyle.htm](http://www.teachingideas.co.uk/more/pshe/contents_healthy lifestyle.htm)

**Lesson 11: Our Media****Lesson Objectives**

1. To let students understand media and its different modes, including newspapers, magazines, television, radio, film and the internet
2. To help them understand the uses of each of the forms of media
3. To make them familiar with the media outlets (TV, newspaper, radio and cinema) as they exist in Pakistan

**Lesson Starters**

The example for school announcements comes as a good choice to explain how the media functions. You can easily tell students that media is used to pass messages and news in the same way as the school uses loudspeakers to make announcements. Of course, messages and news on public media like newspapers and TV are more specific in nature. The school makes announcements for tests or holidays. The newspaper will make announcements that concern the general public, for instance, announcement for construction of a road or announcement for a new law.

To brainstorm this lesson you can also ask questions like 'What is your favorite TV channel?' 'Which is your favorite radio station?' 'What is internet?'. These will build a mind map of media forms prior to the lesson.

## Teaching

Describe media as a means to pass on messages and means of entertainment. You can explain the importance of media by quoting that almost all homes today have at least one of the forms of media available. In fact, it is just like any other utility we use.

Stress on the differences between newspapers and magazines. Newspapers cover a wide range of general topics like crime, sports and weather. Magazines provide information on specific topics like fashion or technology. Newspapers are generally daily. Magazines are generally weekly or monthly.

Categorize TV, Radio, Film and Internet together as 'electronic media'. Tell them that due to their relatively fast access, people prefer this form of media over the 'print media' i.e. newspapers and magazines. Most of the lesson is self-explanatory. You just need to assure to let students learnt the relative benefits of media. For instance, newspapers are reliable when it comes to detailed reports or news about something. TV is quick but does not have as much detail. Internet is fastest but can often have more misstatements than TV or newspaper. Films are usually meant for entertainment and cannot be relied upon as authentic sources for even the most known facts, such as sinking of the ship *Titanic*.

## Answers to Comprehension Assessment

1. What is the importance of media?
  - A. Media is one of our basic needs. It keeps us informed with news and happenings in our country. It is also a great source of learning and entertainment.
2. Discuss about any one media type which you think is more effective and why?
  - A. Television is the most effective media because it is fast and usually accurate than the internet.
3. Newspaper is the oldest media service but why it is still popular?
  - A. Newspaper keeps us informed about the law and order situation of our country, issues in politics and government, and problems in health and education. It is still popular because it does not need electricity and the readers can get information whenever they are free.

**Extended Teaching****Net Extra:**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

**Support Material**

1. Explore different teaching and learning activities related to this lesson online  
[https://learninglab.org/life\\_skills/forms\\_of\\_media/46f7aded5272d64f4cfac0ff953121a5/teachers\\_guide\\_forms\\_of\\_media.pdf](https://learninglab.org/life_skills/forms_of_media/46f7aded5272d64f4cfac0ff953121a5/teachers_guide_forms_of_media.pdf)
2. Find out a comprehensive list of activities to teach media here at  
<http://www.sdca.org/office/girlsonlytoolkit/toolkit/got-15-media.pdf>

**Lesson 12: Heritage of Pakistan****Lesson Objectives**

1. To familiarize children with the major languages spoken in Pakistan
2. To give students a concept of the prevalent culture of Pakistan
3. To introduce the various colors of the Pakistani society, including our arts and crafts, sports, food and music

**Lesson Starters**

This is a relatively simple lesson. Hence, a relatively simple brainstorming is required. Ask questions like ‘what is the most popular food in our country? (Biryani, Qorma, Kheer etc.). ‘What are the common languages spoken in our country other than Urdu?’ ‘Which are the most common sports of Pakistan?’ (cricket, hockey, squash etc.).

**Teaching**

Simply get the lesson read in class, with a view to building up a solid, positive and strong image of our society...It is important for the lesson learners that they build a ‘we are the best country’ attitude.

In the section for culture, make sure to emphasize on the importance and commonality of living with parents in our country. You can safely tell students that this is a good moral standing of our society and it is not in even the most developed countries of the world. Ask them about the horror if they live without their parents!

When talking about the languages of Pakistan, make sure that these languages share their roots in just a few of sub-continent dialects. Therefore, they are not difficult to learn. If we are good in our national language, Urdu, we can easily learn any of the regional languages e.g. Punjabi or Sindhi.

In the sections for food and color, you don’t need to do much work, because the colorful pictures say it all. You should, however, stress that Pakistani food and Pop music is popular not just in Pakistan, but the world over.

**Answers to Comprehension Assessment**

1. What is meant by “Heritage”?
  - A. Heritage is the collection of practices, traditions, and beliefs which we have inherited from our elders and which are reflected in our language, sports, arts and crafts, food and music.
2. What do you know about the heritage of Pakistan?
  - A. The heritage of Pakistan is full of colors. A variety of languages are spoken in our country. We also have a strong family culture. We are good in arts and crafts as well as music and sports.

## Extended Teaching

### Net Extra:

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

### Support Material

1. Get know of the basic facts, landscape, location & geography, ancient civilizations, early Muslim & mughal heritage, people, language and culture of Pakistan at [http://www.tourism.gov.pk/explore\\_pakistan.html](http://www.tourism.gov.pk/explore_pakistan.html)
2. Check out a comprehensive country profile of Pakistan on <http://www.nationsonline.org/oneworld/pakistan.htm>

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