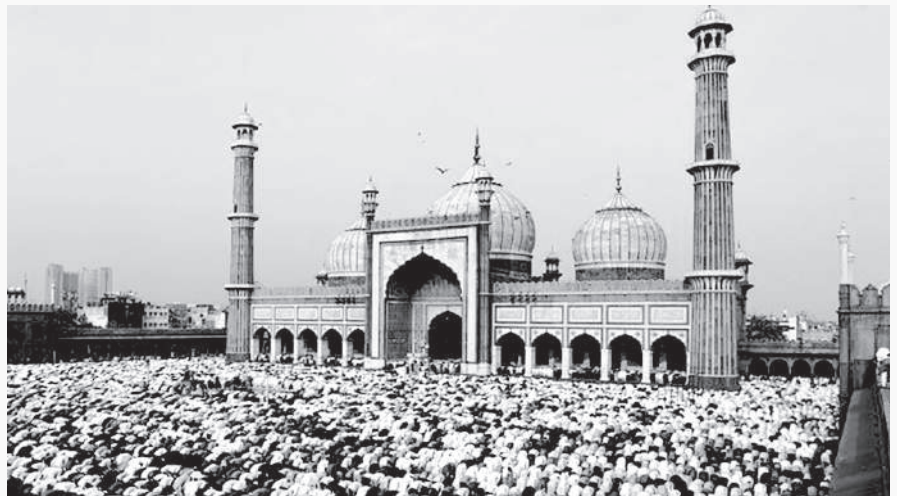


Learning Well's

PANORAMA

Teacher's Resource Book

3



Preface

Social Studies is a subject that cultivates a deeper understanding of society, history, and global perspectives. Teachers utilize a variety of engaging methods including interactive discussions, hands-on activities, and multimedia resources for teaching this subject effectively. Similarly, a lesson planner aids teachers by providing a structured framework, guiding the sequencing of content and ensuring alignment with learning objectives.

Lesson planners for *Learning Well Panorama* series have been developed for the exact purpose. It will serve as a comprehensive tool to streamline teaching process and enhance student learning outcomes. It aims to enhance the clarity and accessibility of the material.

Each lesson includes:

Key Points	A tabular format outlining important points of the lesson.
Lesson Objectives	Clearly outlined objectives to guide teachers in delivering focused instruction.
Introduction and Guidelines	Tips on how to begin the lesson, including brainstorming activities. Outlining the course of action for individual topics within the lesson and emphasizing on key objectives for each heading.
Conclusion and Discussion	Strategies for closing the lesson and facilitating meaningful discussion.
Assessment	Variety of assessment tools from formative assessments to summative evaluations provided for estimating student understanding of the lesson.
Class Activity	Engaging activities to reinforce lesson concepts and encourage active participation, promoting collaborative learning and critical thinking skills.
Homework	Assignments provided to extend learning beyond the classroom environment.
Textbook Exercise Answers	Solved textbook exercises facilitating teachers for immediate access and empowering teaching.

Using these planners, teachers can confidently teach their students, promoting active participation and academic success. Whether you are a seasoned educator looking to enhance your teaching strategies or a new teacher seeking guidance on lesson planning, these planners will fulfil your needs. Happy teaching!

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Chapter 1: The Human Story

Key Points

Topics	Contents
Early Human Civilization	<ul style="list-style-type: none"> • Living conditions of early humans in caves • Lack of knowledge about cooking food • Development of fire-making skills • Creation of weapons for hunting • Making clothes from animal skins • Gradual progression towards civilization
Human Beginnings: 2 Million Years Ago Today	<ul style="list-style-type: none"> • First humans appeared in Africa. • Lived in small social groups called tribes. • Used stone tools for hunting and food gathering. • Limited communication skills using signs.
Homo Erectus turns Homo Sapiens	<ul style="list-style-type: none"> • Homo erectus evolved into Homo sapiens around half a million years ago. • Homo sapiens had larger brains and better tools for hunting. • Began forming larger tribes with family structures.
Humans from 43000 - 10000 CE	<ul style="list-style-type: none"> • Primitive language development in Iran and Africa. • Formation of larger tribes aiding migration. • Early forms of art like cave paintings and sculptures. • Use of better tools.
Humans Begin Agriculture: 11,000 - 6,000 CE	<ul style="list-style-type: none"> • Shift towards agriculture for survival. • Cultivation of preferred crops like barley and wheat. • Development of farming techniques and storage methods. • Emergence of trading systems.
Humans Build Empires: From 6000 to 500 CE	<ul style="list-style-type: none"> • Formation of cities and towns. • Use of metal tools for agriculture and warfare. • Rise of empires led by rulers and armies. • Imposition of taxes and responsibilities on citizens.
Humans Enter the Industrial Age	<ul style="list-style-type: none"> • Inventions and discoveries during the era of empires. • Introduction of machines like looms and locomotives. • Mass production in factory plants. • Simplification of daily life with new inventions.
Humans in the Present Times	<ul style="list-style-type: none"> • Dependence on machines for various aspects of life. • Dominance of computers in the information age. • Automation of tasks and operations. • Shift towards a technology-driven society.

Lesson Plan

Objectives

Students will be able to:

- Learn about the journey of human civilization from primitive beginnings to the modern age.
- Learn about the significant discoveries and innovations that shaped human history in the region.

Introduction

- Engage students by asking questions such as:
 - *How do you think early humans lived?*
 - *What do you think were some of the challenges they faced?*
 - *How long ago were the very first tools made?*
 - *Other than stone, what were the materials from which the tools were made?*
- Introduce the concept of human evolution and the significance of understanding the human story.

Early Human Civilization

- Discuss the living conditions of early humans in caves and their lack of knowledge about cooking food.
- Explain the development of fire-making skills, creation of weapons for hunting, and making clothes from animal skins.
- Emphasize the gradual progression towards civilization and the impact of these advancements on human societies.

Human Beginnings: 2 Million Years Ago Today

- Discuss the emergence of early humans in Africa.
- Explore the lifestyle of early humans and their use of tools.
- Explain the importance of communication through signs.

Homo erectus turns Homo sapiens

- Explain the transition from Homo erectus to Homo sapiens.
- Discuss the advancements in tools and social structures.

Humans from 43000 - 10000 CE

- Describe the developments in language and art.
- Discuss the significance of migration and cultural exchange.

Humans Begin Agriculture: 11,000 - 6,000 CE

- Explore the shift towards agriculture and its impact on society.
- Discuss the development of farming techniques and trading systems.

Humans Build Empires: From 6000 to 500 CE

- Explain the rise of cities, towns, and empires.
- Discuss the role of metal tools in agriculture and warfare.

Humans Enter the Industrial Age

- Describe the inventions and discoveries during the industrial revolution.
- Discuss the impact of mass production on society.

Humans in the Present Times

- Explore the dependence on machines and computers in the modern age.
- Discuss the implications of automation and technological advancement.

Conclusion and Discussion

- Summarize the key points discussed in the chapter and facilitate a discussion on the significance of understanding the human story.
- Encourage students to reflect on how these historical developments continue to influence modern society.

Assessment

- Assess understanding through a short quiz covering key concepts and historical developments discussed in the chapter.
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Divide students into groups and assign each group a specific discovery or innovation from the chapter. Ask them to create a presentation highlighting its significance and impact on human civilization.
- Help students to create a timeline of human history, focusing on the key events mentioned in the chapter. They can include illustrations or brief descriptions for each event to demonstrate their understanding. Display the timeline on the classroom wall.
- Exercises from the textbook can be done in class.

Homework

- Ask students to choose one aspect of human history mentioned in the chapter (e.g., the development of language, the agricultural revolution, the building of empires) and conduct further research using library books or reliable websites. Have them write a short note summarizing their findings and present it to the class.
- Encourage students to choose a specific time period or event mentioned in the chapter and create a project inspired by it. This could include a diorama depicting life in a cave during the Stone Age, a model of an ancient farming village, or a poster showcasing the achievements of a particular empire.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|----------------------------|-----------------|-----------------|
| 1. caves | 2. life | 3. Africa |
| 4. Homo erectus | 5. Homo sapiens | 6. Iran, Africa |
| 7. farms | 8. Agriculture | 9. Farming |
| 10. Indochina, Middle East | 11. learning | 12. machines |

Exercise B

Homo erectus

- Lived over a million years ago
- Had an upright body like modern humans, larger brains, and proper vocal
- Used advanced tools for hunting
- Learned to control fire and cook food
- Developed the basis of early human languages
- Hunted animals and gathered fruits and nuts for food

Homo sapiens

- Emerged about half a million years ago
- Had larger brains and a body structure like modern humans
- Were more intelligent and organized than Homo erectus
- Used sharper knives and scrapers to hunt animals
- Lived in larger tribes with family structures

Exercise C

1. Primitive languages were developed by tribes in Iran and Africa.
2. During the agricultural era (11,000 - 6,000 CE), people began to practice farming as a common occupation. They learned to harvest, store, and trade grains like barley and wheat. Over time, agriculture became more efficient, and newer crops such as rice were cultivated in regions like Indochina and the Middle East.
3. Empires were led by emperors and their armies.
4. The invention of machines such as looms, locomotives, phones, and radios during the past 200 years greatly simplified human life. These machines helped in engineering huge factory plants that produced daily use products like soap, paper, and cloth in large quantities, making life more convenient.
5. The greatest invention of the modern age is the computer. It helps other machines to work effectively and can be programmed with little or even no human supervision.
6. Early humans lived thousands of years ago and initially lacked knowledge of cooking food and making clothes. They lived in caves and moved in small social groups called tribes. Over time, they learned to make fire, develop tools for hunting, and communicate through primitive languages.

Chapter 2: Concept of Human Rights

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Overview of human rights • Importance of human rights in society • Historical context of human rights violations
Right to Food, Clothes, and Shelter	<ul style="list-style-type: none"> • Basic necessities of life – food, shelter, clothing • Challenges faced by individuals lacking these necessities • Importance of empathy and understanding in addressing these challenges
Right to Freedom	<ul style="list-style-type: none"> • Definition of freedom • Examples of freedom violations – forced labour, imprisonment without cause, religious discrimination • Importance of government role in upholding freedom rights
Right to Health	<ul style="list-style-type: none"> • Importance of good health for a fulfilling life • Components of health rights – vaccination, access to medical treatment, pollution-free environment, clean water and food, special healthcare for the elderly • Impact of health rights violations, particularly on children • Individual and collective responsibility in ensuring health rights
Right to Education	<ul style="list-style-type: none"> • Significance of education as a fundamental human right • Challenges faced by those denied education • Importance of equal access to education for all children
Rights of a Child	<ul style="list-style-type: none"> • Special rights and protections afforded to children • Examples of child rights: right to health, education, protection from abuse, legal representation • Importance of ensuring children's rights for the future of society
Our Human Responsibility	<ul style="list-style-type: none"> • Understanding individual responsibility in upholding human rights • Ways to contribute to alleviating human rights violations – avoiding extravagance, sharing knowledge, assisting the needy, staying informed about poverty issues • Encouragement to take action in one's immediate surroundings

Lesson Plan

Objectives

Students will be able to:

- Develop an understanding of what human rights are.
- Understand the significance of human rights.
- Identify key human rights and the responsibilities associated with upholding them.
- Apply the concepts of human rights to their own lives.
- Analyse who is responsible for upholding human rights.
- Recognize the importance of empathy and action in addressing human rights violations.

Introduction

- Begin with a discussion on what human rights are and why they are important for creating a just and fair society. Ask questions like:
 - *What rights does every person in this classroom have?*
 - *Do you have the right to ask questions? Why?*
 - *Do you have the right to complain about someone? Why?*
 - *How would you feel if you do not have the right to discuss your thoughts?*
 - *Would it be fair if I did not listen to you?*
- Highlight examples of human rights violations to illustrate the necessity of safeguarding these rights.

Right to Food, Clothes, and Shelter

- Discuss the importance of basic necessities for human survival.
- Discuss the challenges faced by individuals lacking access to these necessities.

Right to Freedom

- Define freedom and its significance in individual lives.
- Highlight examples of freedom violations and the role of governments in safeguarding freedom rights.

Right to Health

- Explain the components of health rights and their impact on individuals.
- Discuss individual and collective responsibility in ensuring access to healthcare.

Right to Education

- Emphasize the importance of education as a fundamental right.
- Explore challenges faced by individuals denied education and the need for equal access.

Rights of a Child

- Outline special rights and protections afforded to children.
- Discuss the significance of ensuring children's rights for the future of society.

Our Human Responsibility

- Explore ways individuals can contribute to upholding human rights.
- Encourage students to take action in their immediate surroundings.

Conclusion and Discussion

- Summarize key concepts learned about human rights and responsibilities.
- Facilitate a discussion on the importance of empathy and action in addressing human rights violations.

Assessment

- Carry out discussions with the class on key concepts like:
 - *If they had to make a new right, what would it be?*
 - *Which right would they eliminate and why?*
 - *How can children's rights be brought to life in the classroom?*
 - *Who should be responsible for enforcing these rights?*
 - *Are all these rights enjoyed by everybody in the world?*
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Exercises from the textbook can be done in class.

Homework

- Choose a human right of your interests and find out how it varies around the world.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|----------------------|------------------|------------|
| 1. healthy way, love | 2. country, name | 3. help |
| 4. education, play | 5. Justly, law | 6. parents |

Exercise B

1. The basic human rights are:
 - right to food, clothes, and shelter
 - right to freedom
 - right to health
 - right to education
2. We are responsible to help the needy and the poor, the diseased and the hungry.
3. Education is the basic human right. People who did not get proper education face difficulties in life as they will not be able to find a good paying job.

Exercise C

1. For preventable diseases and disabilities **get vaccinated**
2. During illness **get treated by doctors**
3. Have access to **clean water and fresh food**
4. In old age **have special healthcare**

Exercise D

1. Don't waste money on **expensive food, branded clothes, luxury cars and other items.**
2. Spend your knowledge to **those who cannot afford to learn.**
3. Reach out to those **in need of help.**
4. Through newspaper and TV **stay updated about poverty issues.**

Chapter 3: Our Solar System

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> Brief overview of the solar system and its components: stars, planets, moons, asteroids, meteoroids, comets. Emphasis on the sun as the central object and its gravitational influence on the solar system.
The Sun	<ul style="list-style-type: none"> Composition of the sun: mainly hydrogen and helium. Role of the sun in the formation of planets. Gravity as the force keeping planets in orbit around the sun.
The Planets	<ul style="list-style-type: none"> Overview of the eight planets in the solar system, categorizing them into small rocky planets and giant gaseous planets. Description of each planet's characteristics, including size, composition, and number of moons.
Orbit	<ul style="list-style-type: none"> Explanation of orbits as the paths planets take around the sun. Discussion on the shape of orbits and the influence of distance on orbit duration.
The Earth	<ul style="list-style-type: none"> Specific focus on Earth as the only known planet with life. Exploration of Earth's unique features such as its atmosphere and abundant water.
The Moon	<ul style="list-style-type: none"> Origin of the moon and its relationship with Earth. Details about the moon's orbit and its lack of intrinsic light.
Asteroids, Meteoroids, Comets	<ul style="list-style-type: none"> Differentiation between asteroids, meteoroids, and comets. Description of their composition and behaviour in space, including irregular orbits and potential impact on Earth. Historical milestones related to space exploration, such as the moon landing.

Lesson Plan

Objectives

Students will be able to:

- Learn about the Solar System.
- Understand the components of the solar system, including the sun, planets, moons, asteroids, meteoroids, and comets, as well as their characteristics and interactions.
- Explain how the Sun is the centre of the Solar System and how the Solar System is formed.

Introduction

- Begin by drawing a big Sun on the board and write "Solar System". Ask the students if they know what this is. Brainstorming discussion questions can be asked:
 - Think about the night sky. When you look up at the sky at night, what do you see?*

- *Now, think about Earth. What makes it possible for us to live on Earth?*
- *Do you think the other planets have the ability to support life?*
- Continue discussion after a short intro of the lesson:
 - *Do you know where we are in the universe?"*
 - *Will there be life elsewhere in the space?*
 - *How big is the space?*
- Ask the class why the Sun appears so much brighter than other stars, how the Sun's mass compares to the other objects in the Solar System, and how the Sun's gravity affects those objects.
- Provide a brief overview of the solar system and its significance. Emphasize the central role of the sun and introduce the various components to be discussed in the chapter.

The Sun

- Explain the composition of the Sun and its role in the formation of planets.
- Discuss gravity and its influence on planetary orbits.

Planets

- Categorize planets into small rocky planets and giant gaseous planets.
- Describe each planet's unique characteristics, including size and number of moons.

Orbit

- Define orbit and discuss the factors influencing orbit shape and duration.

The Earth

- Highlight Earth's significance as the only known planet with life.
- Explore Earth's features such as its atmosphere and abundance of water.

The Moon

- Explain the origin of the moon and its relationship with Earth.
- Describe the moon's orbit and its reflective nature.

Asteroids, Meteoroids, Comets

- Differentiate between asteroids, meteoroids, and comets.
- Discuss their composition, behaviour, and potential impact on Earth.

Conclusion and Discussion

- Summarize key points of the chapter.
- Help students recall vocabulary of major words and their definitions.
- Engage the students in a discussion about the order of the planets and their distances from the Sun.

Assessment

- Ask students to share their views on "What they would do if they were an astronaut?"
- Reinforce the concept by asking questions like:

- Which planet is closest to the Sun?
- Which one is farthest away?
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Using different balls to represent the planets, let students arrange them in order. For example, basketball- Jupiter, soccer ball- Saturn, 2 softballs- Uranus and Neptune, 2 ping pong balls- Earth and Venus, 1 jacks ball- Mars, 1 marble- Mercury.
- Use a projector to display a visual representation of the solar system.
- Exercises from the textbook can be done in class.

Homework

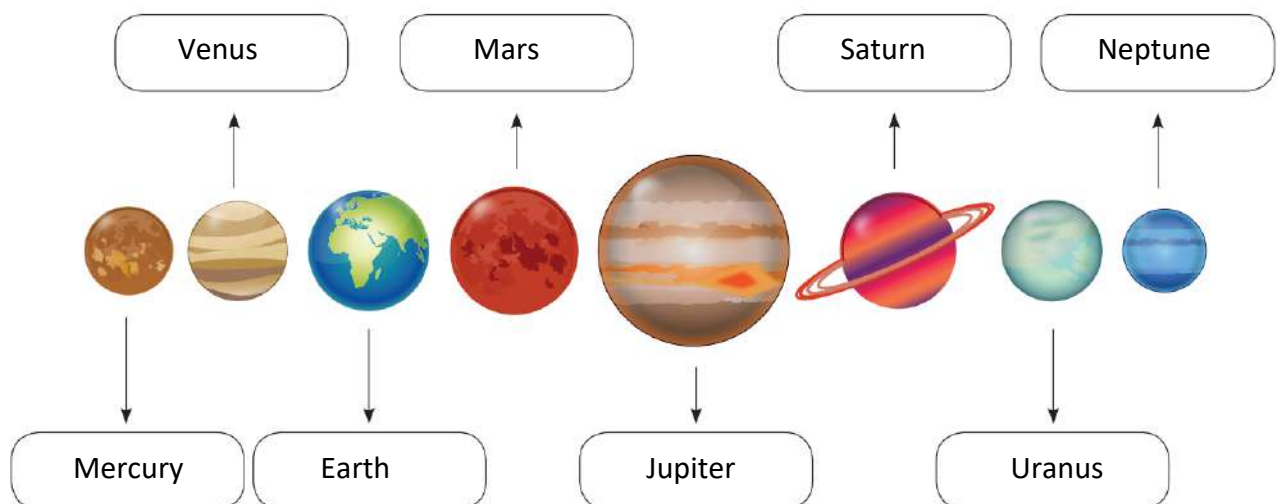
- Assign each student a specific planet from the solar system. Students will then create an informative poster about their planet, including its size, composition, atmosphere, moons, and any other interesting facts.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|----------------|----------|---------------|
| 1. heat, light | 2. mass | 3. Sun |
| 4. blue planet | 5. water | 6. meteorites |
| 7. meteors | 8. comet | 9. Pluto |

Exercise B



Exercise C

Sun

- The Sun is a big ball of burning gases, primarily hydrogen and helium.
- It produces energy mainly in the form of heat and light.
- Its gravitational force keeps the planets in orbit around it.

Earth

- Earth is the third planet from the Sun.
- It is the only planet known to support life.
- Earth is often referred to as the blue planet due to its abundance of water.

Moon

- The moon is Earth's only natural satellite.
- It orbits Earth and reflects sunlight.
- The moon was formed as a result of a collision between Earth and another celestial body.

Exercise D

1. An orbit is a path on which planets revolve around the Sun. Most objects in the solar system have an egg-shaped orbit.
2. The time in which an object completes a round of the Sun depends on its distance from the Sun.
3. The parts of the solar system include the Sun, planets, moons, comets, asteroids, minor planets, dust, and gas.
4. Apart from planets and moons, other space objects include asteroids, meteoroids, and comets.
5. The pulling force of the sun, known as gravity, keeps the planets and other objects in the solar system in their orbits.

Exercise E

- | | | |
|--|---|--------------|
| 1. System of stars | ○ | ○ Sun |
| 2. Path on which planets revolve round the sun | ○ | ○ Earth |
| 3. Big ball of burning gases | ○ | ○ moon |
| 4. Pulling force of Sun | ○ | ○ galaxy |
| 5. Only planet that has life | ○ | ○ comet |
| 6. Result of strong collision of Earth and asteroids | ○ | ○ orbit |
| 7. Small planet like objects | ○ | ○ meteoroids |
| 8. Tiny, rocky objects orbiting sun | ○ | ○ asteroids |
| 9. Non-planetary objects made of ice and dust | ○ | ○ gravity |
-

Chapter 4: Our Earth

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Earth's spherical shape and its unique characteristics compared to other planets in the solar system. • Importance of Earth's atmosphere for supporting life.
From Solar System to Our Earth	<ul style="list-style-type: none"> • Earth as the only planet with conditions suitable for life. • Explanation of Earth's rotation and revolution.
Rotation and Revolution	<ul style="list-style-type: none"> • Description of Earth's rotation on its axis and its impact on day and night cycles. • Explanation of Earth's revolution around the Sun and its effect on seasons.
The Structure of the Earth	<ul style="list-style-type: none"> • Overview of the three components of Earth's structure: crust, mantle, and core.
The Crust	<ul style="list-style-type: none"> • Details about the Earth's thin outer layer known as the crust. • Differentiation between continental and oceanic crusts in terms of composition and thickness. • Introduction to tectonic plates and their movement.
The Mantle	<ul style="list-style-type: none"> • Description of the mantle beneath the crust and its composition mainly of magma. • Explanation of mantle's characteristics and its ability to move slowly.
The Core	<ul style="list-style-type: none"> • Overview of the core consisting of outer and inner layers composed mainly of iron. • Description of the outer core as a liquid layer responsible for Earth's magnetic field.
The Surface of the Earth	<ul style="list-style-type: none"> • Introduction to continents and their landforms. • Explanation of oceans and their role in regulating Earth's climate.

Lesson Plan

Objectives

Students will be able to:

- Understand the unique characteristics of Earth and its structure.
- Comprehend the processes responsible for Earth's rotation, revolution, and surface features.
- Discover that the earth is composed of distinct layers.

Introduction

- Begin by focusing on the globe and ask the students: *Does anyone know what this is?* Describe what is on the surface (oceans and continents). Then ask students what would happen if you went deeper into the Earth.

- Bring a boiled egg to class.
- Split the egg and inform the class that today we are going to discuss the layers of the earth, and then explain:
 - *The shell represents the crust of the Earth.*
 - *The egg white represents the mantle of the Earth.*
 - *The outside of the yolk represents the outer core and the inside of the yolk represents the inner core.*
- Introduce the concept of Earth as a unique planet in the solar system with conditions suitable for life.
- Discuss the significance of Earth's atmosphere and its role in supporting life.
- Highlight Earth's spherical shape and its significance.
- You may ask the students to think about when they are in a car and looking out, it appears that the world is moving, but it is the car. Then explain that is how the Earth revolves around the Sun. The sun stays still while the Earth moves.

From Solar System to Our Earth

- Explain Earth's distinctiveness as the only habitable planet in the solar system.

Rotation and Revolution

- Explain Earth's rotation and its impact on day and night.
- Describe Earth's revolution around the Sun and its effect on seasons.

Structure of the Earth

- Provide an overview of Earth's three main components: crust, mantle, and core.
- Discuss the composition and characteristics of each component.

The Crust

- Discuss the characteristics of continental and oceanic crusts.
- Explain the concept of tectonic plates and their movements.

The Mantle

- Describe the composition of the mantle, emphasizing magma.
- Discuss the temperature and movement of the mantle.

The Core

- Explain the structure of the Earth's core, including the outer and inner core.
- Highlight the role of the outer core in generating Earth's magnetic field.

The Surface of the Earth

- Provide an overview of continents and oceans.
- Discuss the distribution of landforms and the significance of oceans in regulating climate.

Conclusion and Discussion

- Recap the key points discussed about Earth's structure and surface.
- Encourage discussion on the importance of Earth's unique features for life.

Assessment

- Provide a worksheet for labelling the Earth's layers and assess the students when they label.
- Promote discussion by asking, *"Today we learnt about the Earth. Now, imagine if you were able to dig a hole all the way to the centre of the Earth. What do you think you would find? Do you think it would be the same as that on the surface? Just like a cake, the Earth has different layers. Let's find out more."*
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Write a short essay discussing the importance of oceans in regulating Earth's climate.

Homework

- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|------------------------|------------|----------|
| 1. spherical, floating | 2. axis | 3. 365 |
| 4. rotation | 5. land | 6. crust |
| 7. 8, 70 | 8. oceanic | 9. magma |
| 10. continents | | |

Exercise B

It has **three** layers.

1. **Crust** 2. **Mantle** 3. **Core** _____

Crust

The Earth's surface is covered by its thinnest component, the Crust. Land is made of continental crust and the oceanic crust. The crust is divided into many pieces which are called tectonic plates. These plates float on the mantle. They come near, bump into each other and then drift apart.

Mantle

The mantle is the component beneath the crust. It is mainly made up of hot molten rock called 'magma'. The mantle is able to move in a very slow way, it is basically solid. It is a very special solid that is able to deform and move. The mantle is basically a plastic-like solid that can slowly move around the planet.

Core

Like the mantle, the core is composed of two layers. Outer core is a huge sphere of molten iron, floating and flowing around the inner core. It's really a liquid. It's extremely hot and under a lot of pressure. The outer core is a huge magnet in the centre of the planet. It creates the Earth's magnetic field.

Exercise C

1. Ocean waves and currents help regulate the climate of our planet.
2. Other planets do not have the air, temperature and soil on which living things can survive. They are too hot or too cold, have no oxygen, and get frequent quakes due to which the tiniest of organisms may not survive.
3. The rotation of Earth refers to the spinning of Earth on its own axis in a counter-clockwise direction. As the Earth rotates, it experiences day and night on different regions of the planet.
4. The mantle is mainly made up of hot molten rock called 'magma'.

Exercise D

- | | | |
|----------------|----------------------|------------|
| 1. spherical | 2. counter-clockwise | 3. granite |
| 4. basalt | 5. mantle | 6. Magma |
| 7. outer core | 8. continents | 9. Oceans |
| 10. Antarctica | | |

Chapter 5: Our Environment

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Humans as the primary cause of pollution on Earth. • Consequences of environmental damage and the threat it poses to life on Earth.
Environmental Damage from Land Pollution	<ul style="list-style-type: none"> • Definition and examples of land pollution, such as garbage, litter, and improperly disposed items. • Impact of land pollution on land animals, plants, and soil fertility. • Strategies to combat land pollution, including proper waste disposal and recycling.
Environmental Damage from Water Pollution	<ul style="list-style-type: none"> • Explanation of water pollution and its sources, including chemical waste and sewage. • Effects of water pollution on sea life and human health. • Measures to control water pollution, such as reducing chemical use and conserving water.
Environmental Damage from Air Pollution	<ul style="list-style-type: none"> • Description of air pollution sources, including industrial emissions, vehicle exhaust, and cigarette smoke. • Impact of air pollution on human health, plant life, and animals. • Methods to lessen air pollution, such as using cleaner vehicles and reducing burning of fossil fuels.

Lesson Plan

Objectives

Students will be able to:

- Define the term 'pollution' and list the different types of pollution
- State the causes of pollution
- Describe the effects of pollution on the environment
- Suggest ways to prevent pollution
- Learn about strategies to combat pollution and promote a healthier environment.

Introduction

- Introduce the lesson by asking students to close their eyes and visualize what life would be like without clean air, land, or water. After one or two minutes, ask the students to describe what they imagined.
- Ask them to make a list of things that can contaminate, or make unsafe, the air we breathe, the water we drink, or the land we live.
- Tell students what words are used to describe the things they have listed like pollution, pollutants, litter, etc. and describe the meanings of these words to students.
- Introduce the concept of environmental pollution and its significance.

- Discuss the consequences of pollution on ecosystems and human health.

Environmental Damage from Land Pollution

- Explain the concept of land pollution and its causes.
- Discuss the effects of land pollution on animals, plants, and soil fertility.
- Introduce strategies to combat land pollution, such as proper waste disposal and recycling.

Environmental Damage from Water Pollution

- Define water pollution and its sources.
- Describe the impact of water pollution on aquatic life and human health.
- Teach measures to control water pollution, including reducing chemical use and conserving water.

Environmental Damage from Air Pollution

- Discuss the sources of air pollution and their effects.
- Explain the consequences of air pollution on human health, plant life, and animals.
- Explore methods to mitigate air pollution, such as using cleaner vehicles and reducing burning of fossil fuels.

Conclusion and Discussion

- Recap the key points discussed about the different types of environmental pollution.
- Conduct group discussions on real-life examples of pollution and brainstorming solutions to address them.
- Discuss the effects of pollution on the environment and ask students to suggest ways to prevent pollution and ideas for minimizing pollution in their environment.

Assessment

- To promote interactive learning, allow students to participate in discussions, share their experiences and ideas regarding their environment.
- Conduct a quiz or ask random questions to assess students' understanding:
 - *What does pollution mean?*
 - *What are the types of pollution?*
 - *What are the causes of pollution?*
 - *What are the effects of pollution?*
 - *What can we do to prevent pollution?*
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Use visual and auditory teaching methods like storytelling, video animations and group discussions which appeals to students.
- Divide the class in groups and allow them to discuss and later present their results in class about how we can keep our home and school clean. They can also suggest practical measures to reduce pollution in their neighbourhood.
- Exercises from the textbook can be done in class.

Homework

- Work with parents or elder siblings and draw a poster of a clean environment to create awareness about pollution.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|-------------|--------------|---------------------|
| 1. humans | 2. animal | 3. land pollution |
| 4. crops | 5. water | 6. air |
| 7. polluted | 8. populated | 9. smoke, breathing |
| 10. water | | |

Exercise B

1. Land pollution occurs when solid waste is left in the form of garbage, litter and wrongly disposed of items.
2. Water pollution occurs when humans throw chemical waste, garbage and sewage lines into rivers and oceans.
3. Air pollution occurs by burning materials such as coal, oil and wood into the air. Cigarette smoking, smoke released from cars and chemical gases released from industries also cause air pollution.

Exercise C

- | | |
|--|---|
| 1. We should dispose of our waste properly. | 2. We should recycle all the waste whenever possible. |
| 3. Never throw waste in rivers, oceans or lakes. | 4. Reduce or stop using plastic. |

Exercise D

- | | |
|---|---|
| 1. Use cars that release less smoke. | 2. Never burn wood, paper, or any other material unless badly needed. |
| 3. Cut down on the use of products that are made of fossil fuels. | 4. Avoid burning leaves, trash, and other garbage. |

Exercise E

- | | |
|---|--|
| 1. Fix dripping faucets. | 2. Take shorter showers and turn off the water while you lather up. |
| 3. Turn off the water while brushing your teeth or washing your face. | 4. When hand-washing dishes, use two containers—one with soapy water for washing and the other with plain water for rinsing. |

Chapter 6: Our Pakistan

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> Brief history of Pakistan's formation in 1947. Overview of Pakistan's geographical diversity and population. Mention of the unique customs, cultures, and languages shaped by this diversity.
Composition of Pakistan	<ul style="list-style-type: none"> Description of Baluchistan's geographical features, population, and mineral wealth. Insight into Khyber Pakhtunkhwa's forestry industry, agricultural products, and cultural heritage. Overview of Punjab's fertile plains, population density, and industrial contributions. Overview of Sindh's historical significance, agricultural output, and cultural heritage. Introduction to Azad Kashmir's governance structure, economy, and resources. Description of Gilgit-Baltistan's mountainous terrain, economy, and cultural diversity.
Baluchistan	<ul style="list-style-type: none"> Largest province by area but smallest by population. Challenges in agriculture due to lack of water and arable land. Abundance of mineral resources. Notable features: Sui Gas, mineral deposits.
Khyber Pakhtunkhwa	<ul style="list-style-type: none"> Third largest province by population. Dominance of forestry and marble production. Agricultural challenges and notable crops. Cultural richness and language prominence.
Punjab	<ul style="list-style-type: none"> Named after the five rivers, high population density. Status as "food basket of Pakistan" due to significant agricultural contributions. Industrial output and key sectors.
Sindh	<ul style="list-style-type: none"> Historical significance, major cities like Karachi. Agricultural output, including key crops. Industrial contribution and cultural heritage.
Azad Kashmir	<ul style="list-style-type: none"> Governance structure and autonomy. Economy based on agriculture, services, tourism, and remittances. Agricultural products and mineral resources.
Gilgit-Baltistan	<ul style="list-style-type: none"> Unique governance structure as an autonomous region. Economy driven by trade, forestry, agriculture, and tourism. Cultural diversity and languages. Infrastructure importance of the Karakoram Highway.

Lesson Plan

Objectives

Students will be able to:

- Understand the geographical and cultural diversity of Pakistan by exploring its provinces and regions.

Introduction

- Brief overview of Pakistan's formation and geographical diversity.
- Importance of understanding the composition and characteristics of each province.

Baluchistan

- Discuss challenges and advantages of Baluchistan's geography.
- Explore the significance of mineral resources.
- Highlight the impact of Sui Gas on national economy.

Khyber Pakhtunkhwa

- Emphasize the dominance of forestry and marble industries.
- Discuss agricultural challenges and notable crops.
- Explore the cultural richness and language prominence.

Punjab

- Explain the origin of Punjab's name and its significance.
- Discuss Punjab's role as the "food basket of Pakistan."
- Explore key sectors of Punjab's industrial output.

Sindh

- Highlight Sindh's historical significance and major cities.
- Discuss Sindh's agricultural output and industrial contribution.
- Explore Sindh's cultural heritage.

Azad Kashmir

- Explain the governance structure and autonomy of Azad Kashmir.
- Discuss the economy's dependence on agriculture, services, and tourism.
- Explore agricultural products and mineral resources.

Gilgit-Baltistan

- Describe the unique governance structure of Gilgit-Baltistan.
- Discuss the economy's dependence on trade, forestry, and tourism.
- Explore cultural diversity and languages spoken in the region.

Conclusion and Discussion

- Recap the diversity of Pakistan's provinces and regions.

- Discuss the significance of each province's contributions to the country's economy and culture.

Assessment

- Conduct quiz assessing knowledge of each province's geography, economy, and cultural aspects.
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Draw and colour the map of Pakistan showing its provinces.
- Exercises from the textbook can be done in class.

Homework

- Make a list of at least five things that are specialities of each province of Pakistan.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

Pakistan came into being on **14th August 1947**.

It has four provinces

1. **Baluchistan** 2. **Khyber Pakhtunkhwa** 3. **Punjab** 4. **Sindh**

And different areas 1. **Azad Kashmir** 2. **Gilgit-Baltistan**

Exercise B

It is the largest province by **area** and the smallest by **population**.

It is rich in mineral wealth like **gold, copper, iron, coal, chromite, sulphur**.

Its most famous natural resource is **Sui gas**.

Exercise C

It is **third** largest province by **population**.

Dominant industry of KPK is **forestry**.

It is a source of 80% of **marbles** produced in Pakistan.

It is famous for fruits and **dry fruits**.

Most commonly spoken language of KPK **Pashto**.

Before 2010 KPK was called **North West Frontier Province, or NWFP**.

Exercise D

Punjab is the largest province by **population**.

Punjab' name is derived from **five rivers**.

1. **Indus** 2. **Ravi** 3. **Sutlej** 4. **Chenab** 5. **Beas**

Main crops are **cotton** and **rice**.

It manufactures 90% **paper and paper boards** 71% **fertilizers** 69% **sugar** 40% **cement**

Punjab is also called the food basket of Pakistan.

Exercise E

Sindh is the most historic region of Pakistan and second largest province by population. It has Pakistan's biggest city, Karachi.

It produces

35% <u>rice</u>	28% <u>sugarcane</u>	20% <u>cotton</u>	12% <u>wheat</u>
73% <u>banana</u>	34% <u>mangoes</u>	88% <u>chillies</u>	

Exercise F

Azad Kashmir

Capital Muzaffarabad

It has its own Supreme Court and High Court.

Azad Kashmir's economy largely depends on agriculture, services, tourism, and remittances sent by overseas Kashmiris.

Raising cattle and forestry are also crucial elements of the economy.

Gilgit–Baltistan

Home of the world's highest mountain ranges Karakoram, Himalayas, Pamirs, Hindu Kush

It is an autonomous self-governing region.

Trade, forestry and tourism are the bases of its economy.

Agricultural products are wheat, corn, barley, fruits.

The lifeline of Gilgit-Baltistan is the Karakoram highway

Chapter 7: Our Religions and Culture

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Explanation of the role of religion in shaping moral values and beliefs. • Overview of major religions in Pakistan: Islam, Christianity, Hinduism, Sikhism, and Judaism. • Emphasis on religious freedom and harmony among different faiths.
Religion in Pakistan	<ul style="list-style-type: none"> • Mention of Pakistan's diverse religious landscape. • Brief overview of major religions and their places of worship. • Highlighting the importance of harmony and brotherhood taught by all religions.
From Religion to Culture	<ul style="list-style-type: none"> • Discussion on traditions and celebrations not solely based on religion. • Introduction to holidays based on Pakistan's history, regional groups, and universal themes. • Overview of calendars: Gregorian (English) and Islamic (Hijri).
Festivals: Events to Celebrate	<ul style="list-style-type: none"> • Explanation of the significance of festivals as times of joy and celebration. • Emphasis on Islamic festivals like <i>Eid-ul-Fitr</i> and <i>Eid-ul-Adha</i>, including their traditions and customs. • Mention of national holidays such as Independence Day and Pakistan Day, along with their celebrations. • Introduction to other cultural festivals like <i>Jashn-e-Baharan</i>, Shandur polo festival, and Kalash festival.
Customs of Marriage	<ul style="list-style-type: none"> • Importance of marriage in Pakistani culture and religion. • Description of traditional marriage ceremonies, including <i>Nikah</i>, <i>Valima</i>, Engagement, <i>Mehendi</i>, and <i>Dholki</i>.

Lesson Plan

Objectives

Students will be able to:

- Explore the religious and cultural diversity of Pakistan
- Understand the significance of festivals and marriage customs in the country.

Introduction

- Discuss the significance of religion in shaping moral values and beliefs.
- Introduce the major religions in Pakistan and emphasize religious freedom and harmony.

Religions in Pakistan

- Provide an overview of major religions practiced in Pakistan and their followers.
- Discuss places of worship associated with each religion.
- Highlight common teachings of harmony and brotherhood in religions.

From Religion to Culture

- Explain the transition from religious practices to cultural traditions.
- Introduce the Gregorian and Islamic calendars and their significance.

Festivals: Events to Celebrate

- Describe major Islamic festivals celebrated in Pakistan and their rituals.
- Explain the celebration of national holidays and regional festivals.

Customs of Marriage

- Discuss the importance of marriage in religion and culture.
- Describe common marriage ceremonies and their significance.

Conclusion and Discussion

- Recap the significance of religious and cultural diversity in Pakistan.
- Discuss the importance of festivals and marriage customs in unifying communities.

Assessment

- Ask random questions assessing knowledge of major religions practiced in Pakistan, their places of worship, and common cultural traditions.
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Students can share their experiences of participating in religious festivals or cultural celebrations.
- Exercises from the textbook can be done in class.

Homework

- Make a booklet of festivals celebrated in Pakistan, paste pictures and give information about each festival in the booklet.
- Write an essay on religions in Pakistan, significance of each religion and cultural importance.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|----------------------|-------------------------|--------------|
| 1. religious beliefs | 2. harmony, brotherhood | 3. Gregorian |
| 4. Islamic | 5. joy | 6. Pakistan |
| 7. Eid-ul-Fitr | 8. Eid-ul-Adha | 9. two |
| 10. marriages | | |

Exercise B

The most important holidays in Pakistan	1. Eid-ul-Fitr	2. Eid-ul-Adha
National holidays celebrated as festival	1. Independence Day	2. Pakistan day
Other festivals	1. Jashn-e-Baharan festival	2. Kalash festival

Exercise C

1. Our religious and cultural activities follow two important calendars:
(1) Gregorian or the English Calendar (2) Islamic Calendar.
2. The Nikah and the Valima are the most important ceremonies in Pakistani marriages which follow a set of multiple ceremonies including engagement, mehendi and dholki.

Exercise D

Religion	Followers	Place of Worship
Islam	Muslims	mosque
Christianity	Christians	church
Hinduism	Hindus	temple

Chapter 8: Citizenship

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Evolution of society from caves to communities, villages, towns, cities, and countries. • Establishment of the concept of citizenship and the responsibilities it entails.
Rights of a Citizen	<ul style="list-style-type: none"> • Overview of the liberties enjoyed by citizens of Pakistan, including access to state facilities and freedom of movement. • Discussion on various public services provided by the government, such as security, environmental cleanliness, and emergency assistance.
Responsibilities of a Citizen	<ul style="list-style-type: none"> • Explanation of the duties and responsibilities of a citizen. • Emphasis on following the law, paying taxes, participating in governance through voting, and volunteering in the community.

Lesson Plan

Objectives

Students will be able to:

- Understand the rights and responsibilities of citizenship
- How to become active and responsible citizens.

Introduction

- Begin with a discussion of rights and responsibilities at home versus at school, then progress to the concept of being a citizen.
- Connect rules at home or school to rules that adults follow in society.
- Tell students that we will be learning about the rights and responsibilities of a citizen. (preview vocabulary and share prior knowledge)

Rights of a Citizen

- Explain the rights enjoyed by citizens of Pakistan, such as freedom of movement and access to state facilities.
- Discuss various public services provided by the government, including security, cleanliness, and emergency assistance.

Responsibilities of a Citizen

- Describe the duties and responsibilities of a citizen, including following the law, paying taxes, and participating in governance through voting.
- Emphasize the importance of volunteering in the community and helping others.

Conclusion and Discussion

- Summarize the concept of citizenship, including rights and responsibilities.
- Discuss the importance of being an active and responsible citizen in building a better society.

Assessment

- Discuss and ask students:
 - *What are your rights as a citizen?*
 - *Why is it important to be a responsible citizen?*
 - *What are some examples of taking an active role as a citizen?*
- Evaluate students based on their participation in class discussions and the accuracy of their understanding of the lesson.

Class Activity

- Imagine that you are the leader of a new country. It is your job to come up with the laws in your country and to decide how people ought to behave. Write a list of the rights that will be afforded to all citizens, and then write a list of citizens' responsibilities. Think about things that you think would make your country a good place to live for everyone.
- Exercises from the textbook can be done in class.

Homework

- Make a list of your rights and responsibilities in your neighbourhood.
- Exercises from textbook can be given for homework.

Textbook Exercise Answers

Exercise A

- | | | |
|--------------|------------------|-------------------------------|
| 1. cooperate | 2. citizen | 3. all |
| 4. services | 5. law | 6. Specialize Security Agency |
| 7. municipal | 8. fire fighters | 9. tax |
| 10. our | | |

Exercise B

1. Right to Security
2. Right to have clean environment
3. Right to help in Emergency

Exercise C

1. Good citizens follow the law
2. Good citizen pay their taxes
3. Good Citizens participate
4. Good Citizens volunteer to help in the community

Exercise D

1. Some specialized security agencies are anti-narcotics force, Federal Investigation Agency, motorway police and railways police. Finding and punishing lawbreakers and trouble makers are the basic responsibilities of these law enforcement agencies.
2. Taxes are the money that the government collect from its citizens to pay for things that the people need, like schools and roads. Government services and facilities run on money citizens pay as taxes.

Chapter 9: Our Government

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Contrast between past monarchy and modern democracy. • Definition and importance of government in modern society.
Structure of our Government	<ul style="list-style-type: none"> • Overview of the three levels of government: federal, provincial, and local. • Explanation of the roles and responsibilities of each level in enforcing laws and providing services to citizens.
Federal Government	<ul style="list-style-type: none"> • Description of the legislative, executive, and judiciary branches. • Role of the National Assembly and Senate in law making. • Responsibilities of the Prime Minister, cabinet ministers, and the President in the executive branch. • Function of the judiciary in handling court systems.
Provincial Government	<ul style="list-style-type: none"> • Overview of specialized departments and institutions within provincial governments. • Explanation of the functions of various departments, such as police, water, agriculture, education, and tourism.
Local Government	<ul style="list-style-type: none"> • Explanation of the role of local governments at the grassroots level. • Description of government services provided at the district, tehsil, and union levels, including construction, sewage management, document registration, and event management. • Importance of local government in ensuring effective community services.

Lesson Plan

Objective

Students will be able to:

- Understand the structure and functions of government at federal, provincial, and local levels in Pakistan.

Introduction

- Ask students 'What is government?' and discuss prior knowledge.
- Tell students that we will be learning about what a government is, the types of governments and their purpose.
- Discuss the transition from monarchy to democracy and the importance of government in modern society.
- Introduce the concept of government and its significance in enforcing laws and providing services to citizens.

Structure of our Government

- Explain the three levels of government: federal, provincial, and local.
- Discuss the roles and responsibilities of each level in governing the country and providing services to citizens.

Federal Government

- Describe the legislative, executive, and judiciary branches.
- Explain the functions of the National Assembly, Senate, Prime Minister, cabinet ministers, President, and judiciary.

Provincial Government

- Provide an overview of specialized departments and institutions within provincial governments.
- Discuss the functions of various departments, such as police, water, agriculture, education, and tourism.

Local Government

- Explain the role of local governments at the grassroots level.
- Describe the government services provided at the district, tehsil, and union levels, including construction, sewage management, document registration, and event management.

Conclusion and Discussion

- Summarize the structure and functions of government at federal, provincial, and local levels.
- Discuss the importance of effective governance in ensuring the well-being of citizens and communities.

Assessment

- Enrich understanding by discussing:
 - *What are some purposes of a government?*
 - *Can societies exist without governments?*
- Evaluate students based on their participation in class participation and engagement during discussions.

Class Activity

- Discuss the importance of local government services in their community and brainstorm ideas for improving local governance.
- Promote reading, explain difficult words and explain their definitions. Discuss the role of mayor, judge, town council, police, etc. for the betterment of societies.

Homework

- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. three
2. national
3. parliament
4. Prime Minister
5. President
6. province
7. food and agricultural
8. local

Exercise B

Our government has **three** levels.

1. **Federal**
2. **Provincial**
3. **Local**

Federal government has **three** parts.

1. **Legislature**
2. **Executive**
3. **Judiciary**

Provincial government has many departments like

- 1 **Police Department**
- 2 **Water Department**
- 3 **Food and Agricultural Departments**
- 4 **Education Department**
- 5 **Tourism Department**

Local government works at **district, tehsil** and **union** level.

Exercise C

- | | |
|--------------------|--|
| Legislative Branch | <ol style="list-style-type: none">1. <u>The legislative branch comprises of National Assembly and Senate. Together they are called houses of parliament.</u>2. <u>The parliament is responsible for making and amending laws of the government.</u>3. <u>The laws made by parliament are applicable all over Pakistan.</u> |
| Executive Branch | <ol style="list-style-type: none">1. <u>The executive branch consists of Prime Minister, his cabinet of the ministers, and the President.</u>2. <u>The Prime Minister heads the government.</u>3. <u>President is the commander-in-chief of Pakistan Armed Forces.</u> |
| Judicial Branch | <ol style="list-style-type: none">1. <u>It is the third branch of federal government.</u>2. <u>The judiciary is responsible for handling the court system of our country.</u>3. <u>It consists of the Supreme Court of Pakistan, high courts, district courts, anti-terrorism courts, sharia courts and the environmental courts among others.</u> |

Chapter 10: Healthy Lifestyle

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Importance of good eating habits and regular physical activity for a healthy lifestyle. • Discussion on the impact of unhealthy choices on short-term and long-term health.
Balanced Diet	<ul style="list-style-type: none"> • Explanation of the importance of a balanced diet for providing necessary nutrients and energy. • Description of the food groups and their role in a healthy diet, including fruits, vegetables, grains, proteins, fats, and carbohydrates. • Discussion on calorie intake and the importance of maintaining a proper balance to avoid excessive weight gain.
Healthy Eating Habits	<ul style="list-style-type: none"> • List of healthy eating habits, such as consuming more fruits and vegetables, drinking milk, staying hydrated, and avoiding sugary or fatty snacks. • Importance of eating meals at proper times and allowing time for digestion before sleeping.
Getting Active	<ul style="list-style-type: none"> • Importance of regular physical activity for growth, development, and overall health. • Recommendation for at least 60 minutes of physical activity daily. • Description of outdoor sports and their benefits for exercise. • Suggestions for incorporating physical activity into daily routines, including outdoor games, walking, using stairs, and helping with household chores. • Encouragement to limit screen time and engage in active play and exercise instead.

Lesson Plan

Objective

Students will be able to:

- Understand the importance of maintaining a healthy lifestyle through balanced diet and regular physical activity.

Introduction

- Begin with asking their favourite food or what do they have in lunch box today.
- Explain that health can mean different things to different people.
- Tell students that in this lesson, we are going to talk about healthy things. Why? Because in order to have a healthy life, you need to have certain habits and routines that you follow each and every day.

- Discuss the significance of good eating habits and physical activity for overall health and well-being.
- Highlight the consequences of unhealthy habits like poor diet and lack of exercise.

Balanced Diet

- Explain the importance of a balanced diet in providing necessary nutrients and energy.
- Describe the food groups and the role of fruits, vegetables, grains, and avoiding junk food.
- Introduce the concept of calories and their significance in maintaining a healthy weight.

Healthy Eating Habits

- Provide tips for adopting healthy eating habits, such as consuming fruits, vegetables, milk, and staying hydrated.
- Discuss the importance of eating at proper times and avoiding sugary snacks and fatty foods.

Getting Active

- Emphasize the importance of regular physical activity for growth, development, and burning excess fat.
- Recommend at least 60 minutes of physical activity daily and provide examples of outdoor sports and activities.
- Discuss ways to reduce sedentary screen time and engage in active play.

Conclusion and Discussion

- Summarize the importance of maintaining a healthy lifestyle through balanced diet and regular physical activity.
- Discuss strategies for incorporating healthy eating habits and physical activity into daily routines.

Assessment

- Can you think of your habits that are connected to good health? Give students the chance to think about this for a moment. Give them some hints to get them on the right track such as:
 - *“What about your teeth?”*
 - *“What do we do with our hands before we eat?”*
 - *“How do we keep our bodies clean?”*
 - *“What do you do every night, until morning?”*
- Group discussion assessing understanding of the benefits of a balanced diet and regular physical activity for health.
- Evaluate students based on their participation in class discussions.

Class Activity

- Let students participate in a sports session or nature walk to engage in physical activity and enjoy fresh air.
- Read the book with great animation to keep the children’s attention.

- Exercises from the textbook can be done in class.

Homework

- Maintain a food and activity diary for one week, recording meals, snacks, and physical activities each day. Reflect on how well you followed healthy eating habits and stayed active, and identify areas for improvement.

Textbook Exercise Answers

Exercise A

- | | | |
|--|---------------|--------------|
| 1. good eating habits, daily physical activity | 2. energy | |
| 3. little | 4. fat, lazy | 5. nutrients |
| 6. calories | 7. calories | 8. physical |
| 9. 60 | 10. excessive | |

Exercise B

A balanced diet is one that includes all the necessary nutrients our body needs in the right proportions to maintain health.

The three main parts of nutritive food are

- | | | |
|-------------|--------|------------------|
| 1. proteins | 2. fat | 3. carbohydrates |
|-------------|--------|------------------|

These three combine to form **calories**.

Exercise C

- | | |
|---|---|
| 1. Eat more fruits and vegetables. | 2. Have at least 1 glass of milk daily. |
| 3. Avoid snacks that are high in sugar or saturated fats. | 4. Eat on proper times. |

Exercise D

- | | |
|---|---|
| 1. Engage in active indoor and outdoor games or activities. | 2. Limit small screen entertainment to two hours a day. |
| 3. Walk wherever possible. | 4. Use stairs instead of the lift. |
| 5. Switch off computers and television screens and engage in outdoor activities like cycling, walking, or playing sports. | |

Chapter 11: Heritage of Pakistan

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Pakistan's rich heritage traces back to ancient civilizations along the Indus River. • Influence of invaders on language, religion, culture, sports, arts, crafts, food, and music.
Language	<ul style="list-style-type: none"> • Urdu as the national language. • English as the language of work and education. • Regional languages: Sindhi, Balochi, Punjabi, Saraiki, Pashto, etc. • Other languages spoken by minority groups: Kashmiri, Brahvi, Gujrati
Culture	<ul style="list-style-type: none"> • Influence from Muslim, Indian, and British cultures. • Adoption of Western and Indian styles in apparel and festivals • Strong family culture.
Sports	<ul style="list-style-type: none"> • Traditional wrestling (<i>Kabaddi</i>) • Urban sports: cricket, hockey, football
Arts and Crafts	<ul style="list-style-type: none"> • Brass work, needle artwork, stone craftwork, textiles, embroidery, carpets, etc. • Handmade carpets, shawls, pottery, jewellery, furniture • Calligraphy and painting in Mughal architecture • Truck art
Tourism	<ul style="list-style-type: none"> • Tourist destinations: Swat, Naran, forts, mosques, ruins of ancient civilizations, etc.
Food	<ul style="list-style-type: none"> • Spiced foods common in South Asia • Variation in oil content across regions: higher in Sindh and Punjab, lower in Khyber Pakhtunkhwa and Baluchistan
Music	<ul style="list-style-type: none"> • Rich musical traditions: <i>Ghazal</i>, <i>Qawali</i>, Folk, Pop music. • Instruments: <i>tabla</i>, <i>dholak</i>, harmonium, flute, piano, etc.

Lesson Plan

Objective

Students will be able to:

- Explore and understand the rich heritage of Pakistan encompassing language, culture, sports, arts and crafts, tourism, food, and music.

Introduction

- Introduce the concept of heritage and its significance in understanding the cultural identity of a nation.
- Discuss the importance of Pakistan's heritage in shaping its identity and fostering unity among its people.

Language

- Discuss the significance of Urdu as the national language and English in education and work settings.
- Explore regional languages and their cultural importance.

Culture

- Examine the influences of Muslim, Indian, and British cultures on Pakistani traditions.
- Highlight common cultural practices and values.

Sports

- Introduce traditional sports like *Kabaddi* and popular modern sports such as cricket, hockey, and football.
- Discuss the role of sports in promoting physical fitness and national unity.

Arts and Crafts

- Showcase various forms of artwork including brass work, needlework, and pottery.
- Encourage appreciation for handmade crafts and their cultural significance.

Tourism

- Explore key tourist destinations in Pakistan, emphasizing their historical and cultural significance.
- Discuss the importance of tourism in promoting economic growth and cultural exchange.

Food

- Discuss the diversity of Pakistani cuisine and regional culinary traditions.
- Explore the role of spices and oil in Pakistani cooking.

Music

- Introduce the different genres of Pakistani music and popular musical instruments.
- Highlight the cultural and emotional significance of music in Pakistani society.

Conclusion and Discussion

- Reflect on the importance of preserving Pakistan's heritage for future generations.
- Discuss ways in which students can actively participate in promoting and safeguarding cultural traditions.

Assessment

- Conduct a quiz or assignment to assess students' understanding of the diverse aspects of Pakistan's heritage, including language, culture, sports, arts and crafts, tourism, food, and music.
- Evaluate students based on their participation in class discussions.

Class Activity

- Organize a cultural fair where students can showcase different elements of Pakistani heritage, such as traditional attire, artefacts, food samples, and musical performances.
- Exercises from the textbook can be done in class.

Homework

- Research a specific cultural element (e.g., a traditional dish, a famous monument) and write an essay discussing its significance in Pakistani heritage.

Textbook Exercise Answers

Exercise A

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|----------|----------|----------|----------|-----------|
| 1. False | 2. False | 3. False | 4. True | 5. True |
| 6. False | 7. False | 8. True | 9. False | 10. False |

Exercise B

National language	<u>Urdu</u>			
Official language	<u>English</u>			
Other spoken languages	<u>Kashmiri, Brahvi, Gujrati, Sindhi</u>			
Old wrestling game in villages'	<u>Kabbaddi</u>			
Popular game in cities	<u>cricket, hockey, football, badminton</u>			
Musical instruments				
1. <u>tabla</u>	2. <u>dholak</u>	3. <u>harmonium</u>	4. <u>flute</u>	5. <u>piano</u>

Exercise C

1. Most foods in our country Pakistan contain a good amount of spice. Our foods also have a high amount of oil, though in Khyber Pakhtunkhwa and Baluchistan foods have little oil.
2. Ghazal, qawali, folk, and pop music are popular music styles in our country.
3. We borrow greatly from the cultures of Indians and the British. For example, the common worn western style apparel (Pant/Shirt) and the celebration of *Basant* festivals have been adopted from Western and Indian cultures. We also have one of the strongest family cultures in the world.