



FOR
FREE
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WORK EDUCATION

Standard Three





Tele MANAS Helpline

**Tele MANAS (Tele Mental Health Assistance and Networking Across States)
(14416/ 1800-89-14416)**

Under the National Mental Health Program, the centrally sponsored scheme Tele MANAS is being implemented in the state of Maharashtra from October 2022. Under the Tele MANAS Program, free 24×7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Manodarpan

The Manodarpan Helpline (8448440632) is a free telephone service that has been made available since July 2020. It is provided by the Ministry of Education through the Manodarpan Cell at the National Council of Educational Research and Training (NCERT) to offer psychological guidance and support to students, parents and teachers. This service is available every day of the week from 8:00 AM to 8:00 PM. Students, parents and teachers can call this helpline to receive the necessary guidance and counseling.

The Co- ordination committee formed by GR. No. Abhayas-2116 (Pra.Kra.43/16) SD- 4 dated 25.4.2026 has given approval to prescribe this textbook in the meeting held on 13.04.2026 and it has been decided to implement it from the Academic Year 2026-27

Work Education

Standard Three

समग्र शिक्षा



Maharashtra State Bureau of Textbook Production
and Curriculum Research, Pune



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**First
Edition
2026**

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★ Co - Ordinator ★

Dr. Ajaykumar Lolage
Special Officer, Work Education
I/C Special Officer Art Education
Text book Bureau, Pune - 4

★ Cover Illustration ★

Shri Laxmikant Kale
Smt. Prajaktha Kerkar
Type Setting : DTP
Text book Bureau, Pune
Paper : 70 GSM, Cream Vove
Print order

Printer

★ Production ★

Smt. Mitali Shitap
I/C Chief Production Officer
Shri. Prashant Harne
Production Officer

★ Scrutiny ★

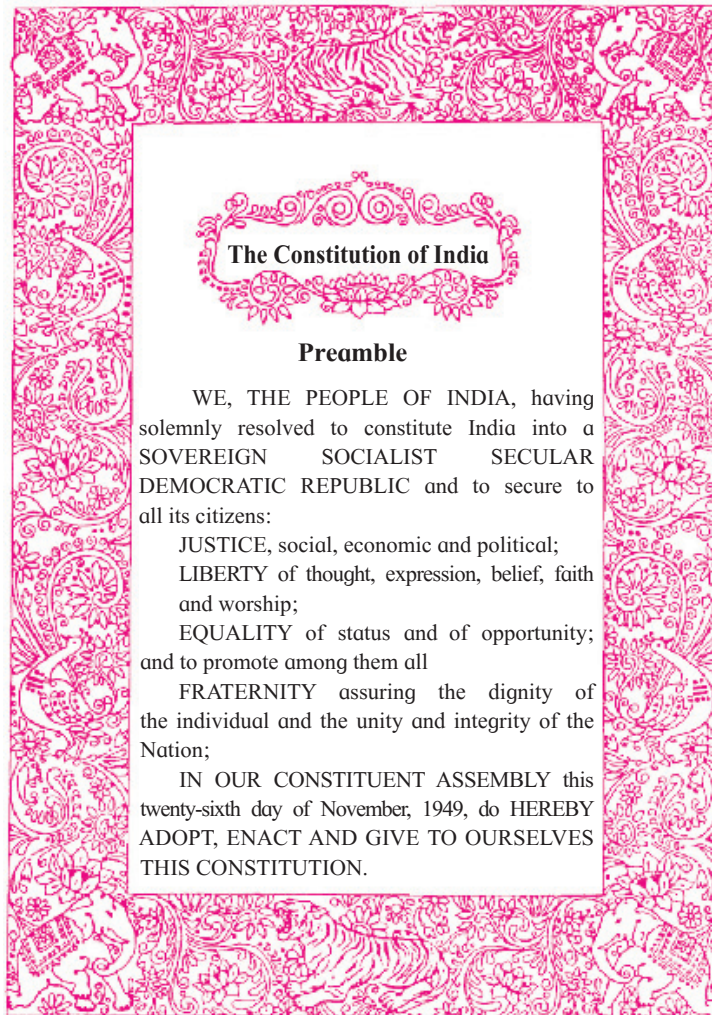
Dr. M. G. Gurav	(Quality Reviewer)
Adv. Sandesh Sakhare	(Legal Expert)
Dr. Atul Jadhav	(CWSN Expert)

★ Translation & Scrutiny ★

Smt. Shubangi Misal
Smt. Lina Talathi

★ Publisher ★

Shri Hemant Babar
I/C Controller
Maharashtra State Textbook Bureau,
Prabhadevi Mumbai - 25



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥धृ॥

भित्ती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला

दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

Preface

Dear little friends,

As per the National Education Policy 2020, a textbook for standard three on the subject of 'Work Education' has been prepared. you will enjoy studying this textbook, which has been prepared keeping in mind your age and experience, and you will be able to try out new demonstration and activities.

This textbook will provide information about the tasks of daily life. You will learn about the work of people in the family, people in the society, different professions and craftsmen. You will also learn good behavior, how to speak to each other properly and how to live in society.

The book contains many activities such as making things out of paper, drawing rangolis with leaves and flowers, making garlands and torans, seed art, toys out of clay, gardening and field trips. These activities will help you develop your imagination, manual skills and thinking skills.

Activities, pictures, dialogues, stories, songs and games will make learning easier and more enjoyable. You will get an opportunity to learn by doing each activity in this textbook. The teacher will pay attention to your work and see and record what you have learned. Everyone is expected to learn in their own way, to try and participate in each activity.

Don't forget to let us know what you liked about the book and what you would like to see added in the form of feedback. So lets learn, do and enjoy!

Best wishes for your bright future!



(Anurradha Oak)

Director

Maharashtra State Bureau
of Textbook Production
and Curriculum Research, Pune.

Pune.

Date: 19 April 2026

Indian Solar Year :

Vaishakh Shuddha 2,

Shake 1948. Akshaya Tritiya.

For Teachers

In line with the 5+3+3+4 educational framework set out in the National Education Policy 2020, a textbook on the subject of Work Education for Standard III has been developed for the first time, considering the preparatory level. The main objective of this textbook is to provide action-oriented and enjoyable education related to the world of experience of students while promoting their overall development. Action and experience-based methodology has been included in the design of this textbook. The content of the activities and actions has been selected considering the goals, abilities and learning outcomes of the curriculum. Various activities have been included so that students can get information about the work of daily life, the role of people in the home and surroundings, positive behavior in social life, as well as the work of various professions and artisans through experience.

Various activities such as paper work, leaf and flower rangoli, toran-mala, artwork from seeds, making toys from clay, backyard gardening, field visits, crossword puzzles have been included in to develop communication skills, handicrafts, technical skills and creativity among students. All these activities are explained with experience- based examples and are linked to the lives of the students. Attractive pictures, practical activities, color schemes and practical work have made this textbook more effective and friendly. Each component is linked to abilities and learning outcomes, prioritizing activity and thinking skills. An attempt has been made to make the learning-teaching process enjoyable by using dialogues, stories and songs. A feature of this textbook is the importance given to teaching based on practical activities. Instructions for teachers have been given in the pink box below each component to enable these activities to be carried out in and outside the classroom.

The activities have been arranged according to the timetable fixed by the government, considering the curriculum objectives (COs), competencies (Qs), learning outcomes (LOs), learning experiences and assessment methods. Continuous comprehensive evaluation should be carried out using various criteria to check the effectiveness of learning outcomes. It is necessary to be sensitive while assessing students with special needs and give them the opportunity to participate through expression and action.

Many teachers are implementing innovative activities to develop the capabilities of students. Information and photographs of such activities should be sent to the textbook bureau. It is expected that the concerned should inform the bureau of their suggestions and feedback after using this textbook. Your ideas and activities are heartily welcome.

This textbook is a positive step towards making students of the 21st century capable, creative and responsible citizens. We hope that everyone will cooperate in this effort.

Work Education (Subject Committee)
Textbook Board, Pune

Curriculum, Studies, Competency, Components		
Curriculum Objective : CG-1 : To take information about daily work		
Curriculum Competency: C1.1: Giving information about daily work		Topic household work
Sub Topic	Learning Outcomes (Los)	
1) Daily household work in the family.	1) Observes daily tasks of household members	
2) Household Tools	2)Takes information of Tools and materials used in household work	
3) Uses of Tools	3)Explains the uses of various household tools in their own words	
4) Help in household work	4) Helps in housework according to one’s own interests and abilities.	
Curriculum Competency: C-1.2. : To obtain information about the daily activities of people in the surroundings and to talk about it.		
Sub Topic : Work Of The People In The Surroundings		
1) People in the area and their work	5) Observes the work of individuals in the area.	
2) Utilization of work	6) Tells the uses of the work of people in the area.	
	7) Tells about work experience of people in the Surroundings.	
Curriculum Objective: CG-2: To behave positively while living a social life.		
Curriculum Competency: C-2.1. To practice positive behaviour at home and in society.		Topic Our behaviour
1) Positive behaviour	8) Observes the positive behavior of family members.	
2) Imitation	9) Imitates the positive behavior of family members.	
3) Family and Security	10) A acts responsibly, keeping the family safety in mind	
Sub Topic : society		
1) Rules of social behavior	11) Understands the rules of social behavior and behaves accordingly.	
2) Behavior in emergency situations	12) Understands the meaning of emergency.	
3) Self-Defence	13) Gets information about self- defence	
Curriculum Objective: CG-3: To show curiosity and interest in the work of various professionals, artisans.		
Curriculum Competency: C-3.1. : To obtain information about the work of Occupations and professionals in the Surroundings.		Topic : Occupation identity in the surrounding
1) Occupation identity	14) Get to know about the occupation in the surrounding.	
2) Traditional occupations in the surrounding	15) Gets information about traditional occupation in the Surrounding.	
3) Modern occupations in the surrounding	16) Understands and gets information about the differences between traditional and modern occupation in the surrounding	
4) Occupation differentiation	17) Explains the difference between traditional and modern occupation.	
5) Dignity of Labour	18) Respect the work of occupationals and artisans	
Curriculum Competency: C-3.2: Learning about the living- based production activities in surrounding area.		
	Topic : Nature as a source	
1) Kitchen garden	19) Gets information about kitchen garden work.	
2) Animals and birds related occupation	20) Gets information about Animals and birds related occupations.	
Course Objective: CG-4 To develop various skills.		Topic : Skill Development
Curriculum Competencies: C- 4.1 Develop manual, communication and technical skills		
1) Manual skills	21) Understands the skills necessary for daily work.	
	22) Creates various items using manual skills.	
2) Communication skills	23) Communicates using communication skills.	
3) Technical skills	24) Understands the technology in everyday items and their application	

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Conduct the teaching learning process for students with special needs, sign language as well as other supplementary pedagogical methods should be used. Students with special need should be given the opportunity to express themselves in whatever way is possible for them.



1. Daily Chores

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Daily Chores are the tasks that have to be done every day. Doing these tasks on time and properly keeps our life disciplined and happy. It develop good habits and make us healthy and responsible. Daily work is most important in our life.

My Activity



1. Observe the given pictures. Discuss about the house work.



2. Who does what?

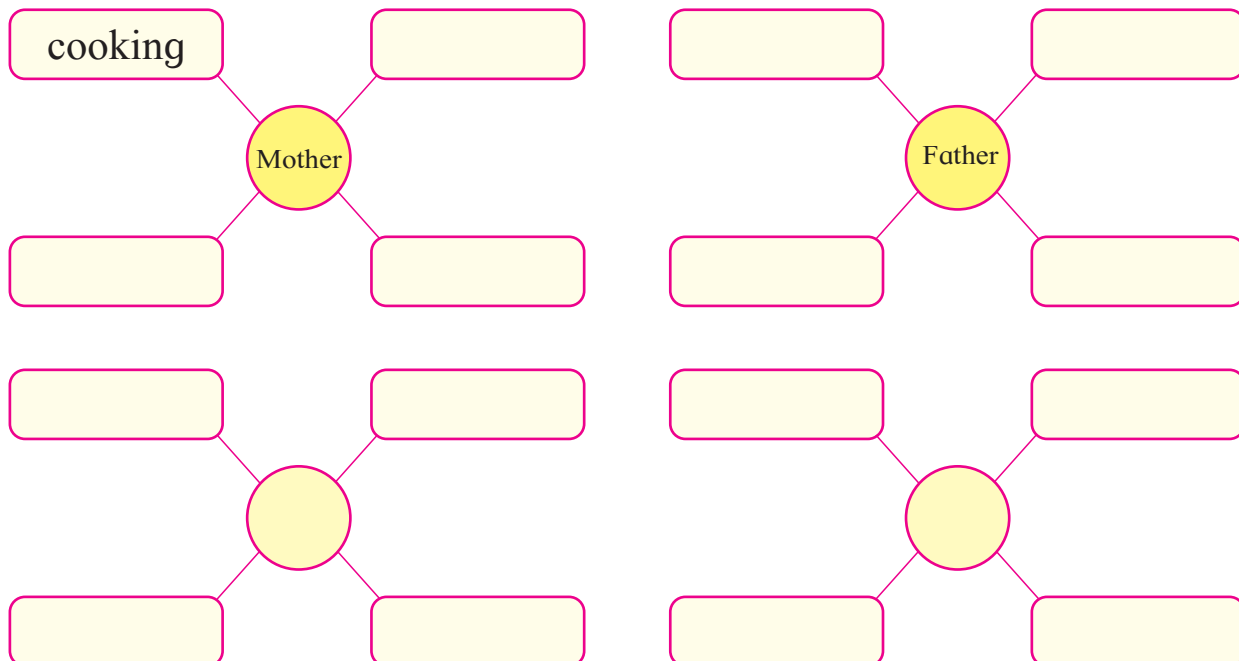


Observe the pictures on page 1 and write in your own words who does what.

- 1) Grandmother -
- 2) Sister -
- 3) Father -
- 4) Grandfather -
- 5) Mother -
- 6) Brother -



3. Fill in information about the work that people do.



- Discuss about daily household work.





2. Uses of the Tools

We do various types of work everyday. To do these work, we need different things. Such things are called as Tools. Let's know about some tools.



Rolling Board
and Rolling Pin



Broom



Pan



Platter



Kharata



Bucket



Toilet Brush



Watering Can



Sickle



Metal Pan



Cooking Pot



Comb

My Activity



1. Observe the pictures. Name the objects in the pictures and write their uses.

Object (picture)	Object name	Uses
		
		
		
		



2. Collect and paste pictures of tools used for daily household work. Write their names and uses below them.

Name
Use

Name
Use

Name
Use

Name
Use

Name
Use

Name
Use

Name
Use

Name
Use

Name
Use

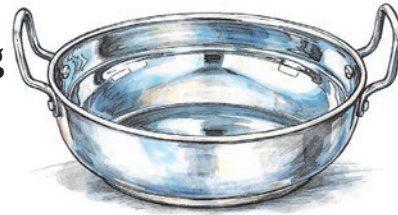


3. Find my partner.

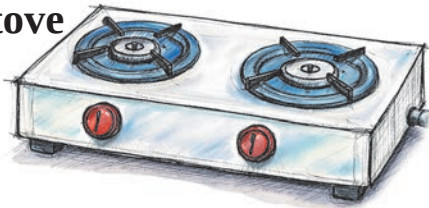
Chapati



Frying
Pan



Gas Stove



Watering
Can



Puri



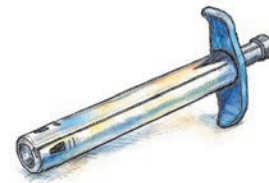
Pan



Flower
plant



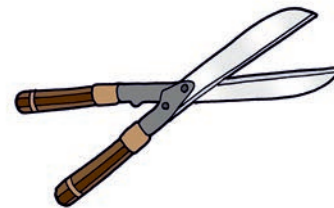
Lighter



Soil



Ciketor (Grass cutter)



Grass



Tub/Mortar





4. Guess who am I ?

- 1) Used for kneading dough.
- 2) Used to water plants.
- 3) Used to dig soil while planting trees.
- 4) Used to crush grains.
- 5) Used to lift hot pans.
- 6) Used for grating.
- 7) Used for grinding spices when there is no electricity
- 8) Used to clean dirty hands.
- 9) Used for winnowing grains.
- 10) Used to light a gas stove or traditional stove.



- Ask students which tools are used for cooking, cleaning and gardening at their home through conversation.
- Ask them to enlist the tools.

CG -1

C- 1, 2

Lo- 2, 3



3. Helping in Housework.

All the family members should help in house work. Due to this help, work is done quickly; a sense of responsibility is developed. Good habits like cleanliness and neatness are developed. Love and cooperation increases in the family.

My Activity



1. Let's sing.

Let us think together today!

And help with house work in everyday.

Mother and grandma cook with care,
go lend a hand & help them there.
cook together happy & bright,
then all can sit & eat with delight.

Brother cuts vegetables nice & fine,
come help him too, it won't take much time.

Pick up the garbage, keep the house clean,
Help your brother with a cheerful gleam.

Grandpa works hard out in the yard,
help him gladly, don't find it hard.
Water the plants and help them grow,
watch the lovely garden glow.

Uncle & father bring vegetables home,
carry the cloth bags, don't let them roam.

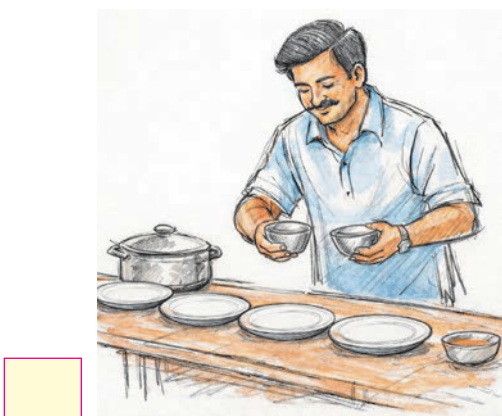
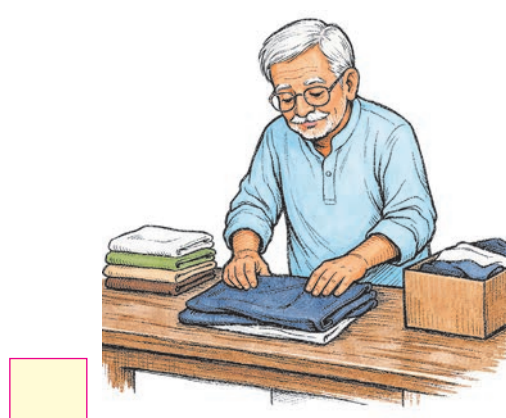
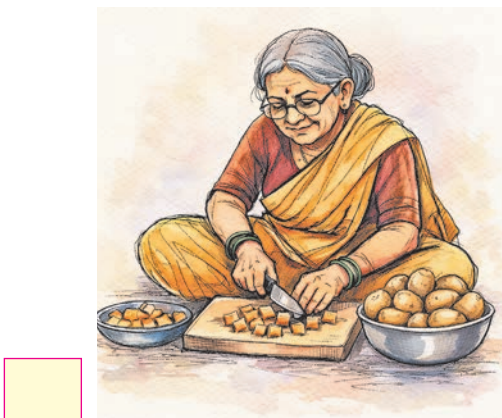
Lift the heavy bags with care,
And help them gladly everywhere.

Sister and Aunt make rangoli bright,
Help them fill colours warm and light.
Together create designs so grand,
beautiful patterns made by hand.

Help with the chores at home everyday,
And spread joy in every way.
when we help our family too,
Happiness grows for me and you.

- Recite the poem rhythmically.
- Explain benefits of helping in house work.

2. Put a (✓) mark to the pictures in which you help.



 3. Write the answers to the following questions.

1. Do you help in the household work?

2. Make a list of five works that you help to do.



- Ask to conduct a role play activity on house hold work.

CG -1

C- 1.1

Lo- 4



4. Cooking

Tasty dishes can be prepared using available ingredients. They provide nutritional value. Today we are going to prepare fire less recipe.

My Activity



Observe the picture below and prepare 'Dadpe Pohe' using the available ingredients and tools.

Ingredients and Tools :-

Pohe, onions, green chilies, salted peanuts, sugar, salt, lemon, tomato, grated coconut, spoon, bowl and pot,



1. Take poha in the bowl.



2. Chop the onion, tomato, and chilies.



3. In a poha, mix chopped onion, tomato, chilli, peanuts, grated coconut, sugar, salt, add lemon juice and mix well.



4. Cover the plate on the bowl of poha



5. Place a heavy object on a covered plate and leave it for 15 minutes.



6. Dadpe poha is ready

- Ask to bring the ingredients required to make Dadpe Pohe and prepare with the help of students.

CG - 4

C- 4.1

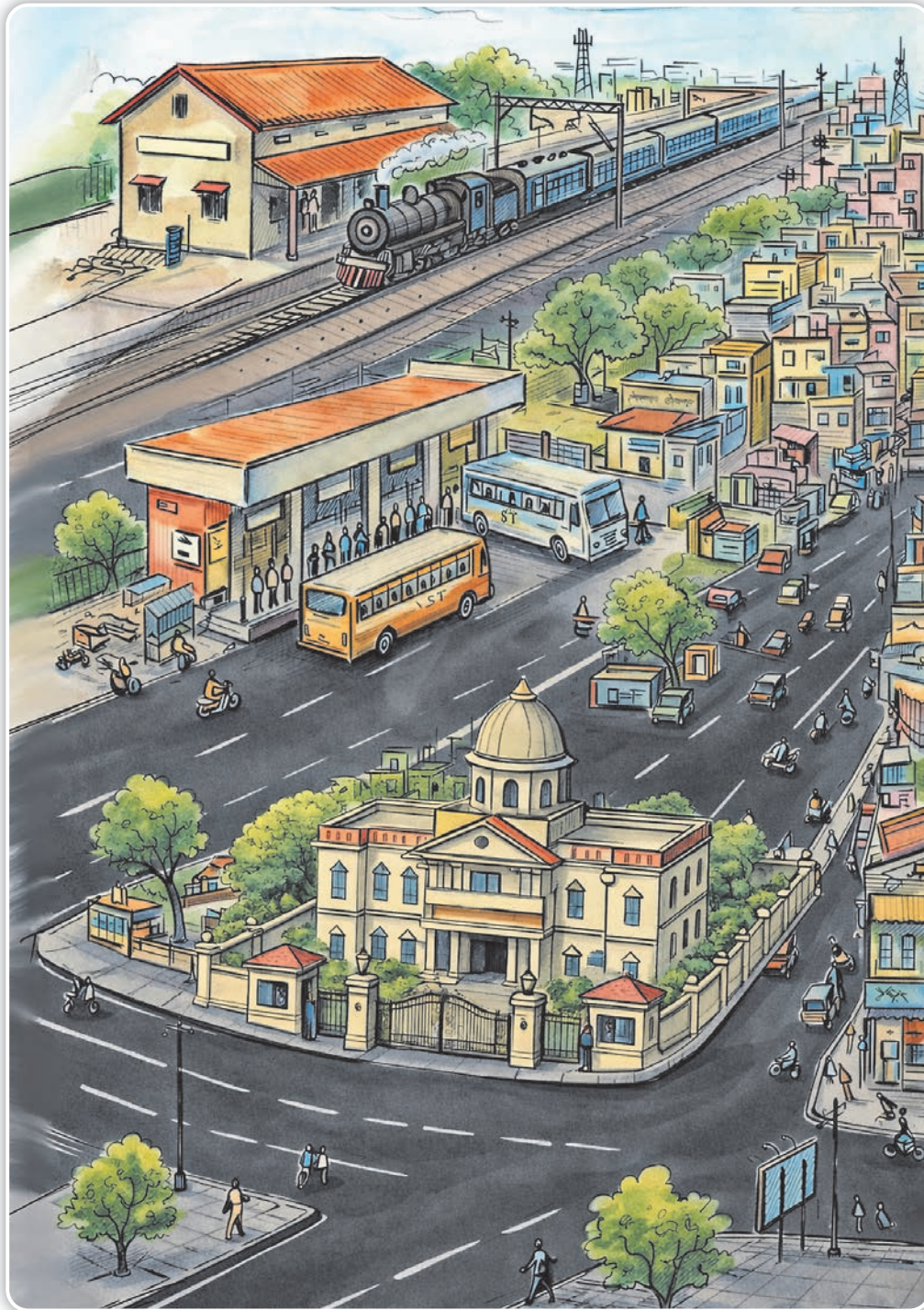
Lo - 22



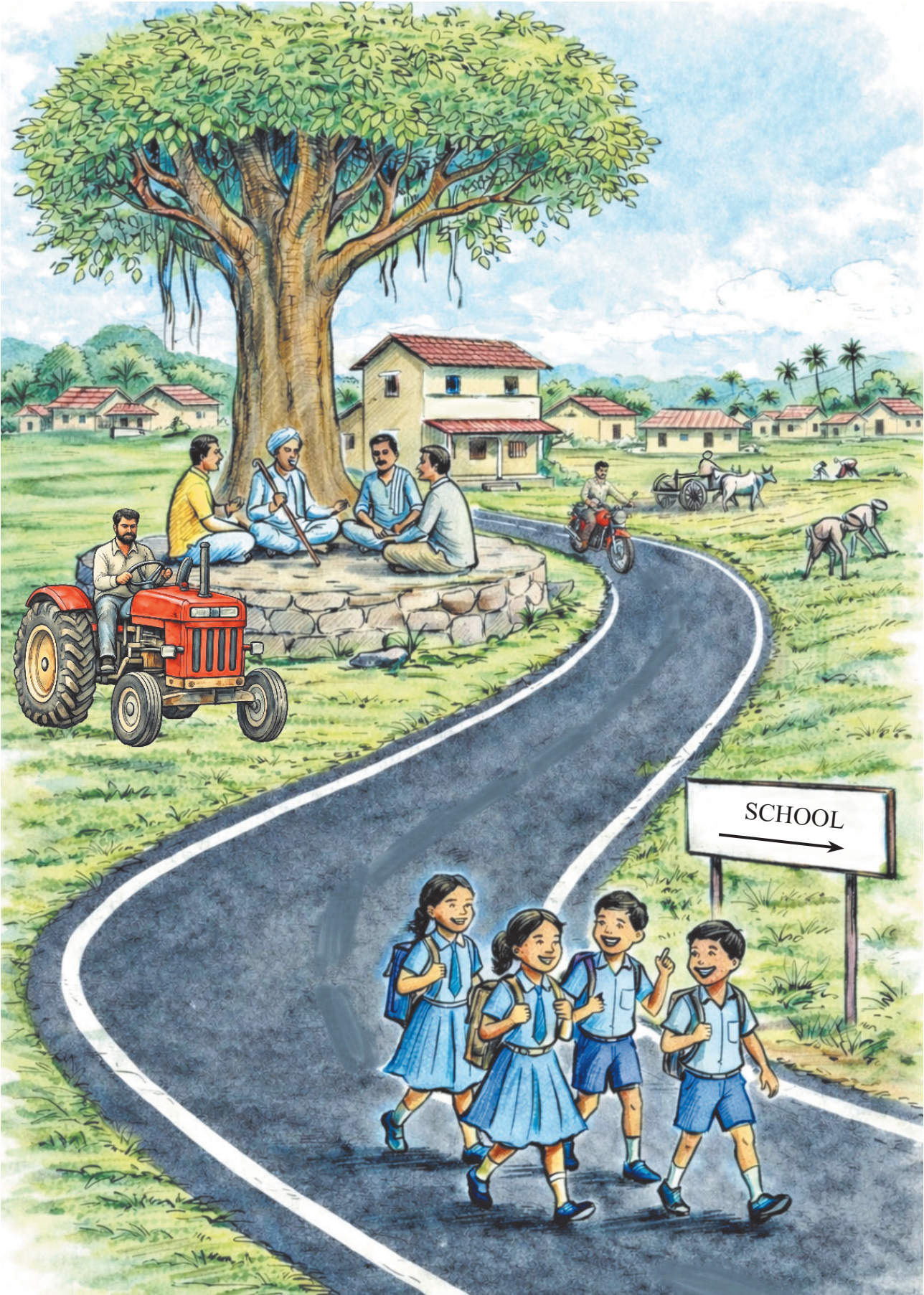
5. My Surroundings

The area around our house is called surroundings. It includes all living and non-living things such as schools, roads, houses, trees, gardens, animals, birds, farm, soil, rocks, rivers, streams, hospitals, bus stations, railway stations, etc.

1. Urban Area



2. Rural Area

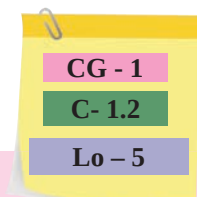


**1. Discuss about the given pictures.**

1. Tell the difference between the two pictures ?
2. Where are the children going?
3. What do you see while coming home from school?
4. Name at least five things in your surrounding.

**2. Draw a picture of your surroundings.**

- Explain the difference between Urban area and Rural area.





6. Kitchen Garden

A small garden created by growing plants in the available space of a house, school is called a kitchen garden. Vegetables and fruits are grown on a small scale in a kitchen garden.

Fruits, leafy vegetables, medicinal plants and fruit trees are planted in a kitchen garden. For example, Cluster beans, Ladyfinger, Lemongrass, Tomato, Cucumber, Lemon, Ginger, Sponge Gourd, Bitter Gourd, Coconut, Custard Apple, Holly Basil (Tulsi), Ajwain (Carom), flowering plants etc .

We get fresh fruits, flowers, leaves ,vegetables, medicinal plants by cultivating them. Saplings of fruit trees, vegetables and flowers are available at government nurseries, agricultural universities and private nurseries.

Fresh fruits and vegetables provided from kitchen garden gives proper nutrition. It helps in improving health. The cost of buying vegetables and fruits from the market is more than kitchen garden produce. Extra production can be sold to earn income.



My Activity



1. Write the names of the trees in the kitchen garden you visited.

.....

2. Which plants and saplings will you choose for your kitchen garden at school or home ?

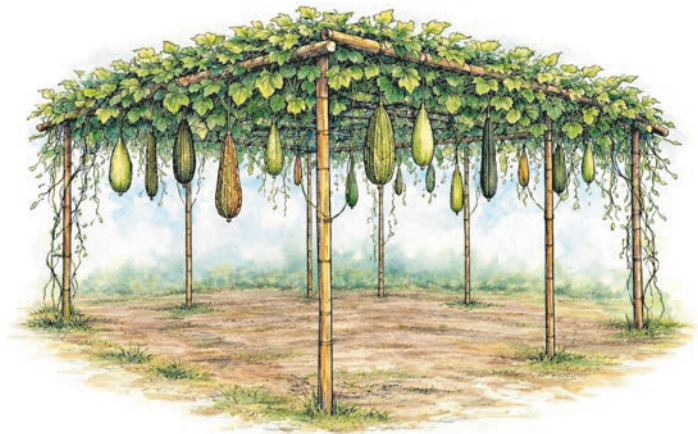
.....



3. Write the names of the medicinal plants hidden in the crossword puzzle.

l	d	n	a	o	r	k	a	p	i
l	e	b	j	e	c	z	m	r	c
a	i	m	a	k	g	i	l	o	y
q	n	i	o	s	n	q	a	m	b
h	w	e	d	n	i	g	x	h	m
p	y	o	e	f	g	l	e	a	b
b	r	a	h	m	i	r	e	t	u
b	g	s	u	j	e	f	a	n	i
a	l	o	e	v	e	r	a	s	c
t	u	r	m	e	r	i	c	a	s

- Arrange the visit to a local kitchen garden or vegetable farm and give information available about vegetables and fruit plants.
- Ask them to prepare a list of the fruits, vegetables, flower plants seen in the farm or kitchen garden.
- (This field visit activity is mandatory).



My Activity



1. Name the vegetables in the Kitchen Garden.

2. Make a list of vegetables you like.

3. Identify odd one out and circle it.

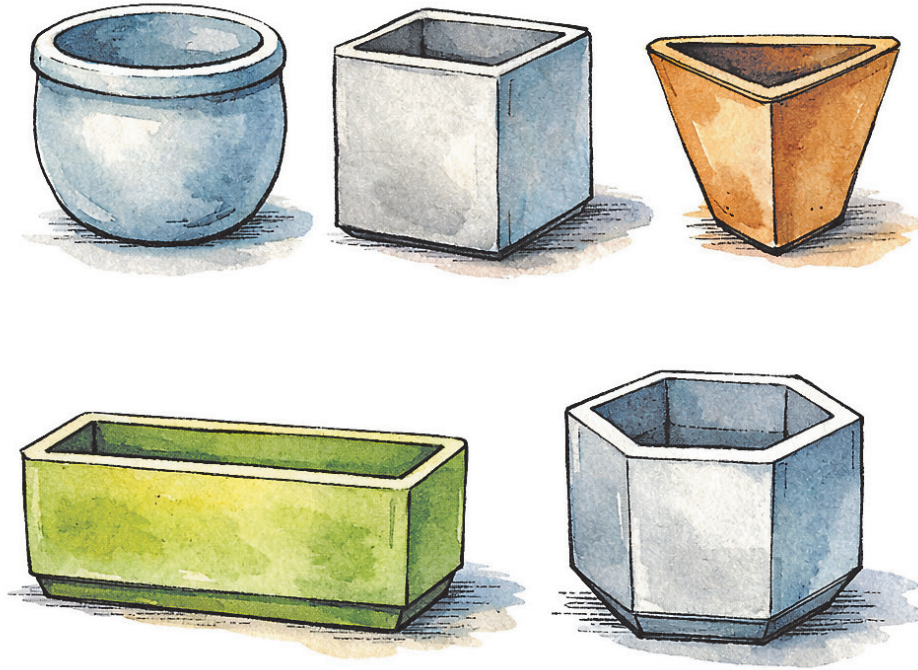
- 1) Tomato, brinjal, fenugreek, capsicum.
- 2) Bitter gourd, cucumber, sponge gourd, sour spinach.
- 3) Spinach, ginger, coriander, dill leaves. (shepoo)
- 4) Carrots, beetroot, radishes, ladyfinger.

- Make a plan to water the plants in the school kitchen garden.
- Ask the students to grow vegetables and fruit plants needed for the school mid day meal in the school kitchen garden.
- Ask students to visit the vegetable market or weekly market with their parents.

◆ Plantation in Pots

Sometimes space is not available at home or school for planting saplings, in such cases, saplings are planted in pots.

Various shapes of pots



My Activity



1. Decorate the pot in the picture.



- Give the information about plants grown in pots.
- Demonstrate 'How to plant saplings in pots' through practical activity.

◆ My Small garden

Work in the kitchen Garden: Work in the kitchen garden involves watering the plants, sieving the soil, mixing fertilizer, weeding, fencing, planting seeds, planting new saplings and monitoring the growth of plants. While doing these tasks, it is necessary to handle the materials carefully and maintain personal cleanliness after completing the work.



My Activity



1. Attach a piece of paper with the name of the plant you planted.
2. Make a list of materials needed for gardening.

- Guide them about the precautions/ care to be taken while working in the field.

CG - 3

C- 3.2

Lo - 19

Spinach - Fenugreek Salad

Various leafy vegetables are cultivated in kitchen garden. These leafy vegetables can be used to prepare nutritious salads.

My Activity



Prepare spinach- fenugreek salad using the following ingredients and tools.

Ingredients and tools

Fenugreek, and spinach leaves, onion, tomato, salt, lemon, chili powder, chaat masala, pan, large spoon, knife etc.

Procedure: Pick and wash the fenugreek and spinach leaves and drain them on a sieve. Wash the tomatoes as well. Finely chop the fenugreek, spinach, onion, tomato and mix all the chopped ingredients in a bowl. Add salt, chili powder, and a little chaat masala to taste and mix well with a spoon. Eat the nutritious and tasty fenugreek spinach salad together.



- Ask to bring materials to prepare a dish.
- Carry out the activity with the participation of students.



7. People in the Surroundings and their Occupation

Many people in the surroundings do different occupation that make our lives run smoothly. Let's know about some of these occupation.



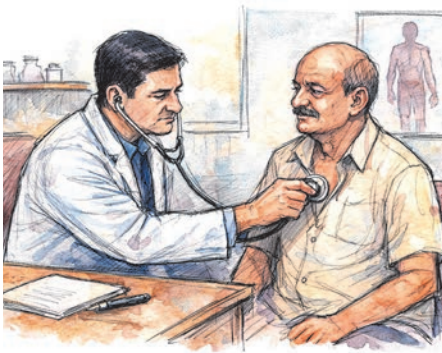
Milkman.



Tailor



Florist



Doctor



Cleaner



Fruit seller



Newspaper
vendor



Day-care
center



Mobile center

- Give Information about the work of the professionals in the picture.



1. Give information about the person carrying out different occupations.
2. Collect and paste pictures of the work done by other people found in your surroundings.

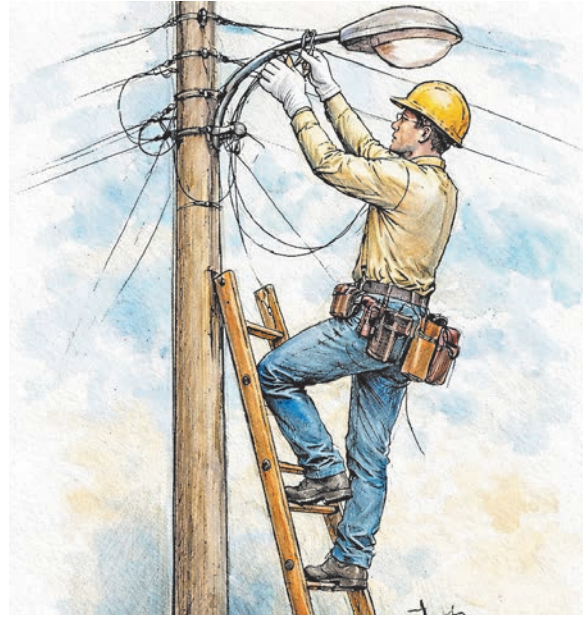
- Show pictures or flashcards of various professionals and give information about them.

3. Identify My Work



Work :

.....



Work :

.....



Work :

.....



Work :

.....



Work :

.....

Work :

.....



Work :

.....



Work :

.....



4. Fill in the correct letter in the blank to complete the names of the professionals.

1. P _ _ l _ _ t.

2. E _ _ g _ _ n e _ _ r.

3. S _ _ o p _ _ e _ _ p e r.

4. P _ _ l i c _ _ .

5. F a _ _ t o _ _ y o _ _ n _ _ r

6. E _ _ e c _ _ r i _ _ i o _ _

5. Prepare a list of the people and their work in your surroundings.

.....

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.....

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- Invite the professionals, workers to the school.
- Give opportunity to interview them.



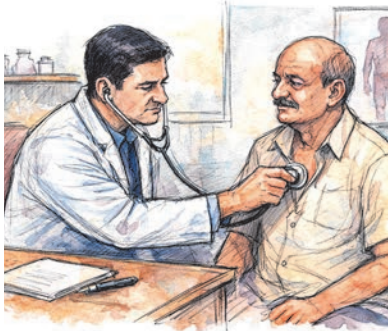
8. Uses Of Works

People in our surrounding do different work, to help each other. Therefore, every work is important.

My Activity



1. The people in the picture are doing different work. Name the work and their uses.



Use of works in the pictures

1.
2.
3.
4.
5.
6.
7.
8.

2. Make a list of other work which you need.

3. Write the answer in one word.

- 1) Car washing place -
- 2) Traffic controller -
- 3) Door-to-door letter and parcel delivery person-
- 4) Seller of goods -
- 5) Ticket seller in the bus -
- 6) Grain grower -



4. What would you like to become when you grow up?

5. Complete the Chart.

Person	Work	Use
Teacher	Helps children in study	Children become intelligent.
Farmer	_____	Getting food
_____	Give disease wise treatment	Diseases get cured.
Cleaners	Cleans the roads	_____
Traffic police	_____	The traffic remains smooth.
Postman	_____	People receive letters and parcels on time.
Shopkeeper	Sells items require for daily uses.	_____
Gardener	_____	The garden remains beautiful. and decorated
Electrician	Repairs electrical equipment	_____
Plumber	Repairs the Pipes /taps	_____

- Explain the uses of work by various people.

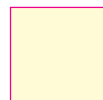
CG - 1

C- 1.2

Lo - 6

◆ My favourite work

6. Among the various professionals given below, tick ✓ the one you like the most.



- Ask students about their favourite work.
- Conduct Role-play of various professionals. Organise a game of identifying the work they are doing.



9. Manual Skills

Greeting cards are used to express feelings and give good wishes to others.

My Activity

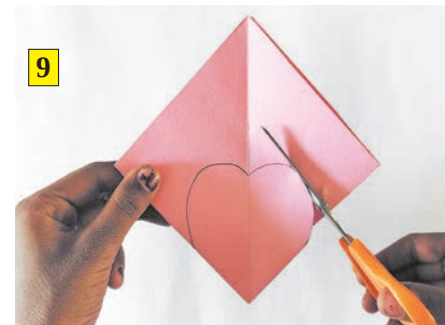


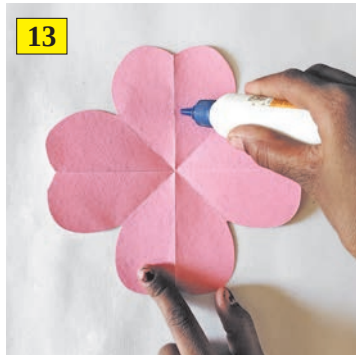
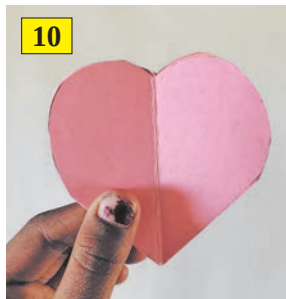
1. Making a Greeting Card.

Follow the steps in the pictures by using the materials and tools listed below to make a greeting card.

Materials and Tools

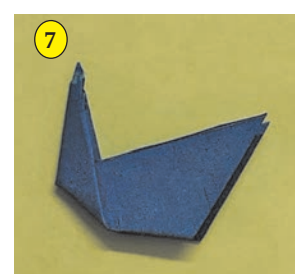
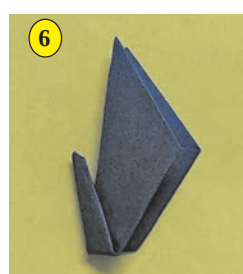
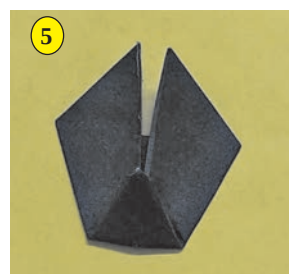
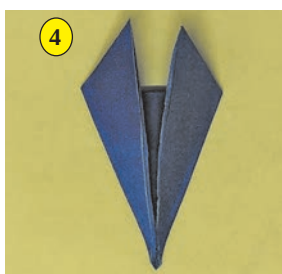
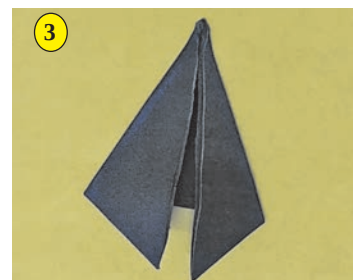
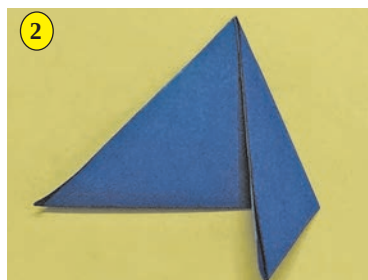
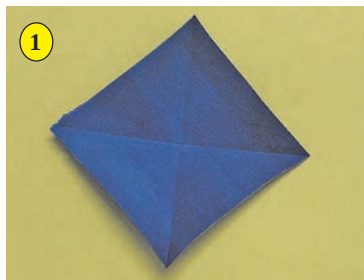
Pink and white card sheet, scissors, glue or gum, sketch pens, glitter pens, etc.



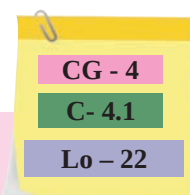


2. Prepare a greeting card to give to teachers on Teacher's Day.

3. Make a bird using coloured paper.



- Ask students to bring the necessary materials and tools for making greeting cards.
- Tell them to use materials and tools carefully.



◆ Making Clay Objects

FOR FREE DISTRIBUTION

4. Follow the steps according to given sequence to make a clay mobile phone.

Materials and Tools

1. Soft clay
2. Water
3. Pot for soaking clay
4. Colours for decoration
5. Cloth for wiping hands
6. Brush



1. Soaking the clay



2. Kneading the clay



3. Shaping by hand



4. Drying the object



5. Painting the object

- Ask students to make fruits, objects, toys, etc.
- Organize an exhibition of the items prepared by the students.

CG - 1

C- 1.2

Lo - 7



10. Our Behaviour: Positive Behaviour

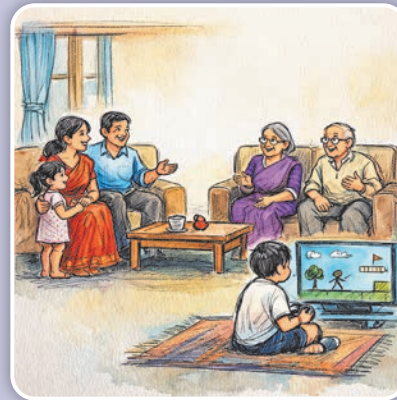
Rahul kept his toys neatly after playing. watching this, his mother was very happy and praised him. Ananya's foot accidentally hit Grandpa's glasses, but she immediately said Sorry, picked it up and kept carefully. These are examples of positive behaviour.

Positive behaviour means good behaviour.

My Activity



1. Observe the following pictures. Mark (✓) under the picture showing correct behaviour.





2. What will you do?

1. Grandfather is looking for his specs to read the newspaper.

.....

2. Mother is coming from the market carrying bags of groceries.

.....

3. Father has come home from the office.

.....

4. Guests have arrived at home.

.....

5. No one is in a room, but the lights and fans are on.

.....

6. A banana peel is lying on the road.

.....

7. Newspapers, magazines and books are lying in a mess in the house.

.....

8. A potted plant is drying up.

.....

9. A school bag has fallen and books and note books have come out of it.

.....

10. The water tap in the house is running.

.....

- Discuss positive behaviour based on the pictures.



◆ Positive Imitation

Observing the good qualities and habits of family and community members and acting accordingly is called Positive Imitation.



My Activity



Write down which good qualities of the elders in your family, you imitate.

- Discuss instances of 'imitation' and have students role-play on positive behaviours.

CG - 2

C- 2.1

Lo - 09



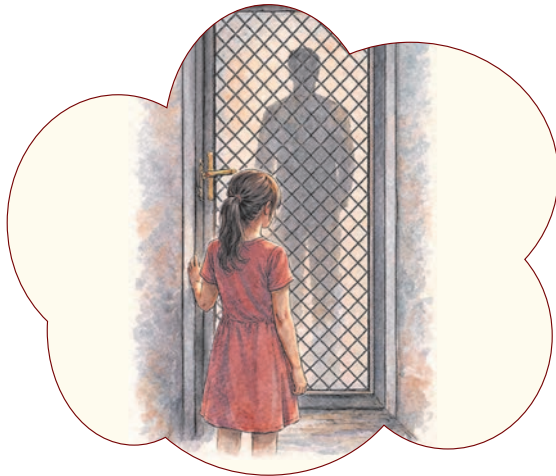
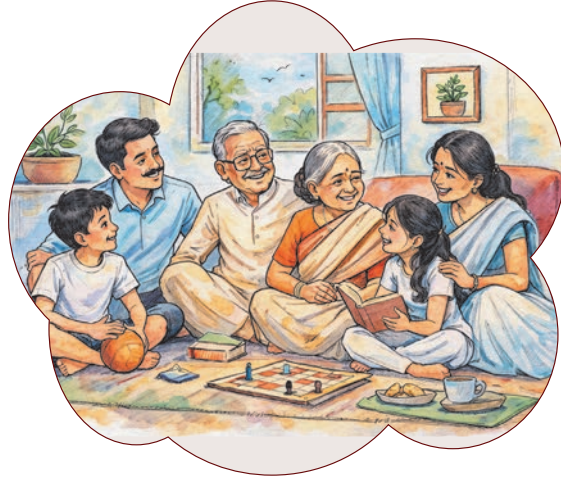
11. Family and Safety

My Activity



1. Let's sing

My family, a family so fine
with love and care that always shine
Mother and Father, Sister and Brother,
Grandpa and Grandma
make a home like no other!



Keeping home safe is the duty we share
We will stay alert with utmost care
At the door, we will stop a stranger
from entering in
To follow the safty rule of our kin!

Be it the water tap, gas stove or switch of light
We all must use them with care and foresight
whenever we head out, we will lock the main gate
closing doors and windows so everything is safe.

Let us take care of one another, Safety matters most
for my home and family all together.



The safety of our home is the responsibility of every family member.

- Ask them to do role play by telling the safety measures about family and family members.

2. Tell me

1. What will you do if a stranger comes to the door?
.....
2. What care will you take when going out of the house?
.....
3. What care will you take while using water taps or electrical appliances?
.....
4. What do your parents do for safety in your home?
.....
5. What should be done for family safety? What do you think?
.....

3. Write the occasions when safety measures should be taken.

.....

.....

.....

4. Write the following contact numbers (mobile numbers) in your notebook and memorize them.

- * Mother -
- * Father -
- * Neighbour or Relative -
- * Class Teacher -
- * Headmaster -



Emergency Numbers

- * Police - 100
- * Ambulance - 102
- * Ambulance for Children and Mothers - 108
- * Fire Brigade - 101
- * Child Helpline Number – 1098

• The answers given by the students should be discussed.

First Aid Kit

A first aid kit is useful if a member of our family needs immediate medical treatment. In case of cuts, scratches, burns or wounds, we can provide temporary and urgent treatment at home using these materials. Use the materials in the first aid kit under the guidance of elders.

Essential Material in a first aid kit:

Cotton, ointment (for wounds, burns, etc.), bandages, scissors, Thermometer, Betadine, Dettol, adhesive bandages (Band-Aid), safety pins, Handkerchief, Ors solution etc.



5. Mark (✓) for the material used for.

Item	Use 1	OR	Use 2	
Sterile Cotton	To clean a wound		To measure fever	
Scissors	To cut bandage		To cut ointment	
ORS	To rehydrate the body		To wash a wound	
Salt Water	To place wet cloth on head during fever		To apply on a wound	
Betadine	To prevent infection		To make juice	

6. Mark (✓) under the correct picture.

To tie on wound	 Bandage	 Paper
Use to apply on a wound	 Ointment	 Salt
Use for measuring fever	 Scale	 Thermometer

7. Observe the pictures of the following tools and gather information about their uses.



Equipment to measure blood sugar

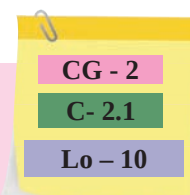


Equipment to measure blood oxygen



Equipment to measure blood pressure

- Introduce the material in the first aid kit and explain their uses.
- Allow children to handle the material and demonstrate how to use it.
- Keep the kit updated by checking the expiry dates of the materials.





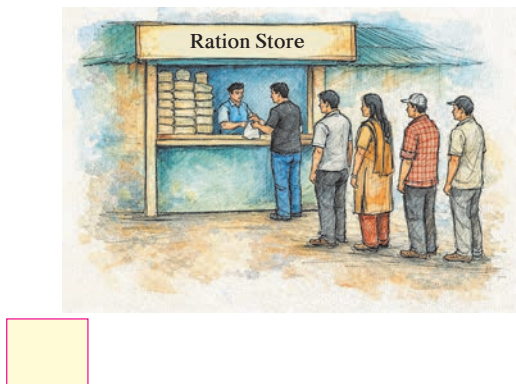
12. Norms of Social Behaviour

While living in society, there is a possibility that our behaviour might cause trouble to others. Therefore, we must avoid behaviour that causes distress to others.

My Activity



1. Observe the following pictures. Mark (✓) in the box for correct actions and (✗) for wrong actions.



- Discuss and make a list of appropriate social behaviour.

2. Identify the right and wrong actions. Mark (✓) for correct action and (✗) for wrong action.

1. Talking loudly in the hospital.

2. Using the zebra crossing while crossing the road.

3. Plucking flowers in a public garden.

4. Not harming animals and birds.

5. Not spitting on the road.

 3. Observe the pictures and write what would you do in such a situation.



1) A friend is carving on a school desk with a compass/divider.

—

2) A public water tap is left running. Water is flowing through it.

—

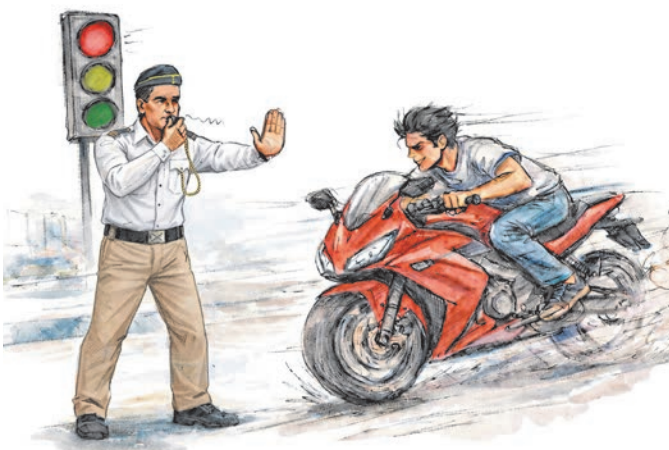


3) An elderly person is standing in the bus. You are sitting on the seat.

—



4. Observe the pictures and discuss about the traffic rules.



- Provide information about traffic rules like wearing child seat belt in cars and using baby carriers for carrying small children on two wheelers.
- Conduct role play about traffic rules.

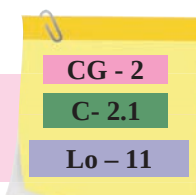
Traffic rules and signs have been created so that traffic on the road moves smoothly. We should strictly follow these traffic rules and signs.

5. Observe the following traffic signs seen in your area and take the information about it.

1. Stop		6. No Parking	
2. School Ahead		7. Speed Breaker	
3. Entry Prohibited		8. Pedestrian Crossing	
4. Narrow Bridge		9. No Overtaking	
5. Railway Crossing		10. No Honking	

6. Prepare cardboard cutouts of the traffic signs you know and display them in your school premises.

- Organize an interview with a traffic police officer.
- Ask to make flashcards of traffic signs and play game.





13. Behaviour in Disasters

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An emergency situation refers to a sudden crisis caused by natural or man-made events. This includes situations like earthquakes, floods, fires, etc.



My Activity



1. Observe the picture and answer the questions.

1. Why is there a crowd of people?
2. Who might have called?
3. Which vehicle has arrived?
4. What is the phone number of the Fire Brigade?
5. Why has the Fire department been called?

2. Write the names of natural disasters and man-made disasters known to you.

Natural Disasters	Man-made Disasters

3. Write how should be your behaviour in an emergency situation.

Useful contact numbers in emergency situations:



Police : 100



Fire Brigade: 101



Child Helpline:
1098



Ambulance:
102, 108

- Explain about Emergency Situation. Demonstrations should be conducted on how to behave/act during emergencies such as earthquakes, floods, wall collapses, and accidents.
- Invite the person from Fire department, ambulance and ask students to interview them.

CG - 2

C- 2.1

Lo - 12



14. Self Protection - Good touch, Bad touch

Good Touch

The touch that makes us feel safe, comfortable, and happy is a good touch.



Bad Touch

The touch that makes us feel uncomfortable, scared, or embarrassed is a bad touch.



- Explain the meaning of self-protection to the children with the help of pictures. Make them understand Good touch – Bad touch.

◆ Rules for Self-Protection

Keep the following rules in mind for safety in times of emergency or unsafe / insecure situations.



1. Your body belongs only to you.
No one has the right to touch your body without your permission.



2. Do not hide anything from your parents.



3. Say 'NO' clearly. If someone tries to touch you inappropriately, do not hesitate— say 'NO' loudly

4. If someone touches you and asks you to keep it a secret, that is definitely a Bad Touch.

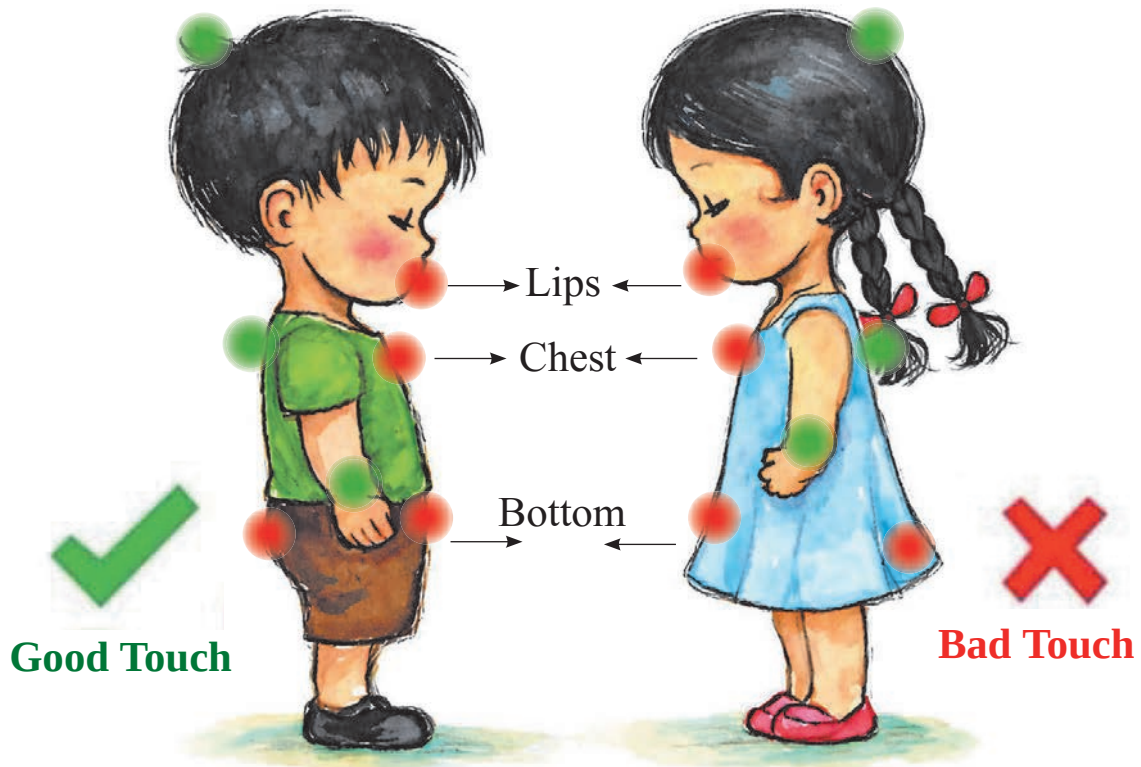


5. All touches are not always bad.

6. If you feel unsafe, run away from there immediately to a safe place or a crowded place.



7. Tell a person you trust (Mother, Father, Teacher, Police) about what happened. Keep telling them until someone listens to you.



- Discuss about Good touch,bad touch.
- Discuss how to ensure self-protection/safety. It is mandatory to display the Child Helpline number, Manodarpan, and Tele-MANAS helpline numbers at the entrance of the school.”
- Provide information about school complaint box.





15. Identification of Local Occupations

Every person does some work to earn a livelihood for themselves and their family. This is called an occupation. Pictures of some occupations are given below.

My Activity



1. Observe the following pictures and tell what you know about these occupations.





2. Collect and paste pictures of some more professionals/occupations in the given place.

- Arrange a field trip to a location of occupation near the school and make students to interview the relevant professionals.

CG - 2

C- 2.3

Lo - 14

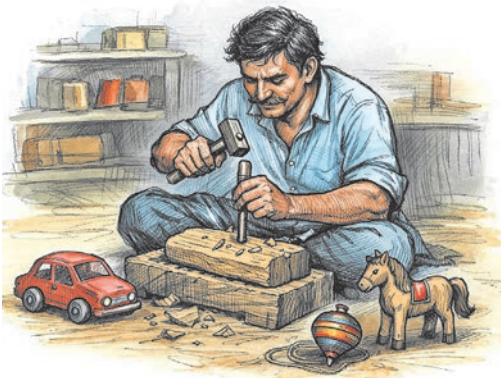
◆ Traditional Occupations in the Locality

Occupations that have been practiced for generation are called Traditional Occupations.

My Activity



1. What am I doing?



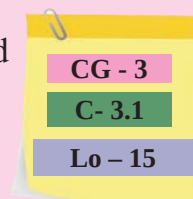
2. Make a list of various Traditional Occupations known to you.

3. Visit a place near your home or school where a traditional occupation is practiced. Interview the professional and gather information using the following questions.

1. What work you do?
2. What materials/tools do you need for this work?
3. Did your grandparents also practice the same occupation?
4. What kind of products do you make?
5. Where do you sell the finished products?

♦ Write the information collected by you.

- Explain the occupations by showing pictures.
- Explain why these occupations are called Traditional Occupations and provide information about other Traditional Occupations.
- Arrange Visit to the Traditional Occupation near the school, ask students to interview the professionals.



◆ Modern Occupations in the surroundings

With changing times and our changing needs, occupations are also changed. Such new forms of occupations are called 'Modern Occupations'.

My Activity



1. Identify and write the occupations shown in the pictures below.



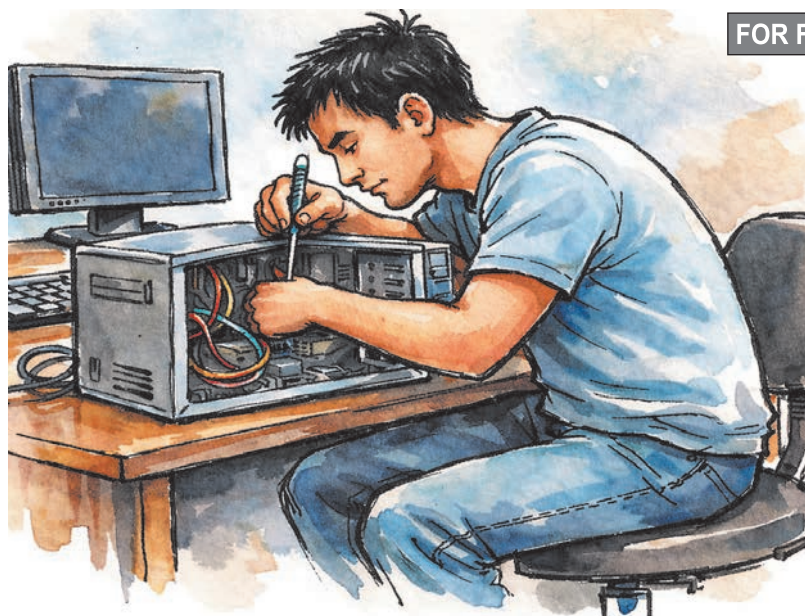
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2. Collect and paste pictures of Modern Occupations.

3. Visit a modern business or workplace nearby. Prepare a questionnaire to ask the professional. Interview the professional and record the information here.

.....

.....

.....

.....

.....

- Give information about Modern Occupations.

CG - 3

C- 3.1

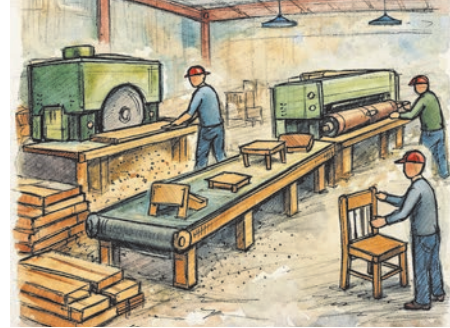
Lo - 16

◆ Variations in Occupations

My Activity



1. Observe the given pictures and identify the variations within them.



- Ask the difference between same type of two occupations through picture.

2. crossword

Identify the occupation by arranging the letters.

m a l a n i h b a n a r s d u y

w o c l r k a y

p i n i n t a g

p r t r n s o a t

i g s h f i n



Find the names of professionals from the box given below.

s	o	l	d	i	e	r	a	b	f
o	h	e	t	e	a	c	h	e	r
a	d	o	c	t	o	r	d	e	p
j	q	c	p	a	i	n	t	e	r
h	b	r	o	k	i	c	e	g	g
h	i	m	l	f	e	o	k	i	t
a	g	n	i	v	e	e	r	n	x
l	d	a	c	n	f	j	p	e	j
w	z	c	e	y	b	s	l	r	v
m	d	e	n	g	i	n	e	e	r

- Explain the differences between traditional and modern businesses.

CG - 3

C- 3.1

Lo - 17



16. Dignity of Labour

Every person earns a living by practicing some occupation. It is not possible for us to prepare every single thing. So we need each other's help.

Everyone's work is important.

For example:

1. A cleaning worker collects garbage.
2. A farmer grows grain.
3. A teacher helps students to learn by teaching them.
4. A fireman extinguishes fires.
5. A doctor provides medical treatment.

- When every person does their work, it helps our life run smoothly.
- We must respect everyone's work.

My Activity



1. Make a beautiful bouquet of paper flowers. Give it to uncle, aunt, or cleaning staff at your school to show your respect.
2. Prepare a Rakhi to send to soldiers and write a nice thanks-giving message on it.



- Discuss what would happen if professionals and helpers did not do their work.
- It should be emphasized that respect for work and those who do the work is essential.
- Ask to prepare flower bouquets, Rakhis and greeting cards.

CG - 3

C- 3.1

Lo - 18



17. Manual Skills

Bouquet from Coloured Papers

Many attractive designs can be made from paper. If you give a bouquet made with your own hands to your friends, they will surely love it. Therefore, we are going to make a bouquet of flowers using coloured papers.

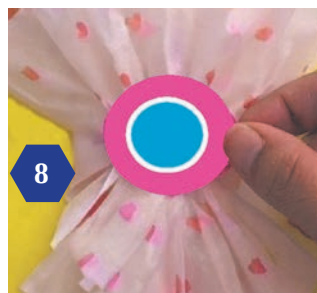
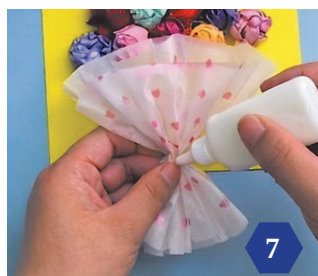
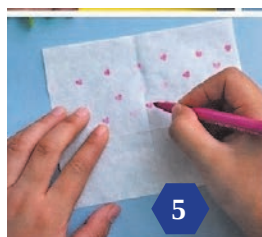


My Activity



Perform the activity step-by-step as shown in the pictures using the following tools and materials.

Materials and Tools: Card sheet, white tissue paper, small pieces of thin coloured paper, glue, sketch pens, etc.



- Ask to bring required material to make the bouquet and get it prepared.

CG - 4

C- 4.1

Lo - 21.2



18. Occupations related to Animals and Birds

Since ancient times, humans have been friends with animals, birds and have used them for various needs like farming, transport, food and other purposes. In villages and near cities, many families raise cows, buffaloes, chickens, or goats as their occupation and earn a livelihood. We get daily products like milk, eggs, honey and other food items from these animals. Various businesses are done by selling these products. eg. Dairy farming, poultry farming, Honey sales etc.

My Activity



1. Pictures of animals and birds are given below. Observe the pictures and write the uses of these animals/birds.

Birds/Animals	Uses
	
	
	
	



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.....

.....

2. Observe the animals in your locality and state their uses.

1. Dog
2. Cat
3. Bullock
4. Earthworm
5. Donkey

Animals and Birds-Related Occupations :

FOR FREE DISTRIBUTION

3. Observe the following pictures and write more information about them.





4. Visit an animal-related occupations in your surrounding.

Field Visit Locations:

- | | |
|-----------------------------------|--------------------------|
| 1. Milk Collection Center / Dairy | 2. Domestic Poultry Farm |
| 3. Domestic Goat or Sheep Farm | 4. Beekeeping Center |

Write information based on the following questions after the field visit:

- Which animals or birds are raised? Write their names?

.....

- What food is given to them?

.....

- How are they taken care of?

.....

- Which products do we get from which animals?

.....

- How are those products being stored and sold?

.....

- What occupation would you like to do? Why?

.....

5. Write down the various businesses/occupations carried out in your surroundings.

.....

.....

.....

6. Write information about one professional in your surroundings using the following points:

- Points:
- | | |
|--|----------------------|
| ● Name of the professional | ● What work they do? |
| ● Since when they have been doing this work? | ● Use of their work. |
| ● Which are the other family members helping in the occupations? | |

7. Match the Pairs: Animals and the produce.

A (Animal)	Answers	B (Product)
Cow		Honey
Honeybee		Wool
Hen		Milk
Sheep		Egg



- Organize field visits of related business locations of animals and birds.
- It is mandatory to organize such field visits.

CG - 3

C- 3.2

C- 20



19. Fisheries

Fish are found in rivers, canals, dams, lakes, seas and private ponds. Fishing is the act of catching fish. Mechanical devices and various types of nets are used to catch fish. This method yields a large number of different types and quantities of fish at a time.

Various Types of Fish:



Catla Fish



Mrigal Fish



Mullet Fish



Pomfret Fish



**Kingfish
(Seer Fish)**



**Chanos
(Milk Fish)**

Fish is a nutritious food for humans. Fish spoils quickly. To preserve fish for a long time, it is stored in ice. Fresh fish, dried and salted fish are also used in food. Fresh fish fetches a higher market price. Fishing business provides cash income. It provides employment at the local level.

My Activity



1. State the names of the fish you know.

- Arrange visit to the local fish market. Ask students to take information about different types of fish.

CG - 3

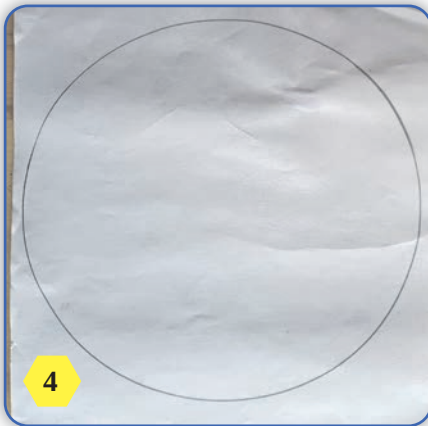
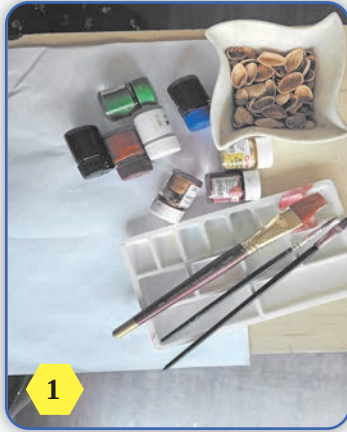
C- 3.2

Lo - 20

2. Decoration

Perform the activity step-by-step as shown in the pictures using the given materials.

Materials and Tools: White paper, pencil, seed shells, colours, brush, glue, etc.



- Ask to prepare various decorations from seed shells.



20. Required Skills

Ability to do a job effectively and efficiently is known as skill. It is not enough to have knowledge of the task. By using the knowledge practically and perform the task in a proper way is necessary. Eg. Reading information on a computer is gaining knowledge; but actually working on a computer is skill.

- **Manual skills** - Skills that involve performing various tasks accurately with the help of hands, such as working, sewing, making handicrafts, etc.



- **Communication skills** - The ability to convey your thoughts, feelings, and information clearly and effectively while speaking to others.

- **Technical skill** - The ability to complete a task accurately using a specific tool, machine and technique.



Importance of Skills:

- **Self-reliance:** Due to self reliance we do not depend on others,
- **Confidence:** By doing any work excellently, self confidence increases.
- **Creativity:** The ability to come up with new ideas and do new things.

- Explain the importance of skill

CG - 4

C- 4.1

Lo - 21

◆ Manual Skills: Gift Box

We give gifts to our friends on festivals, birthdays or other important occasions. These gifts will look more precious if we give them in a beautiful box that we have made ourselves. Today we will learn how to make a small gift box using card sheets.

My Activity



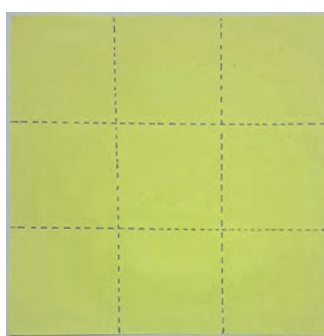
1. Perform the activity step-by-step as shown in the pictures using the following materials and tools.

Materials and Tools: Cardsheet, scissors, glue, sketch pens, etc.

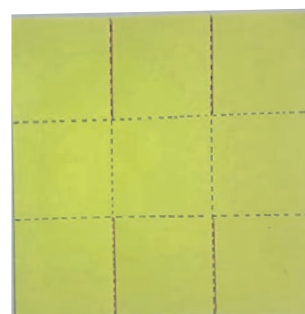
Activity Steps:



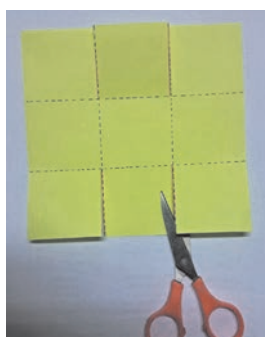
1



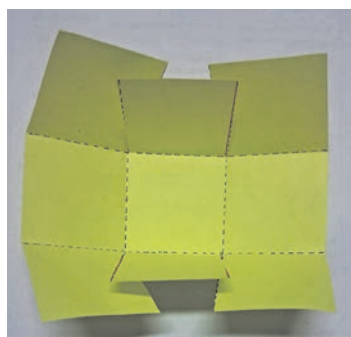
2



3



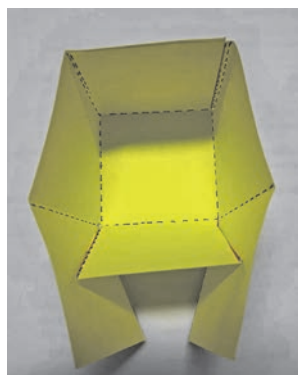
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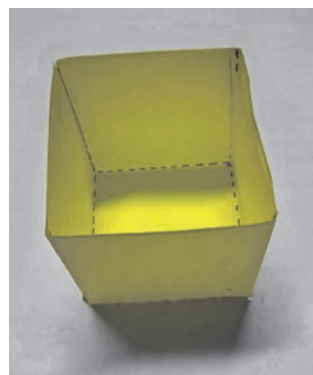
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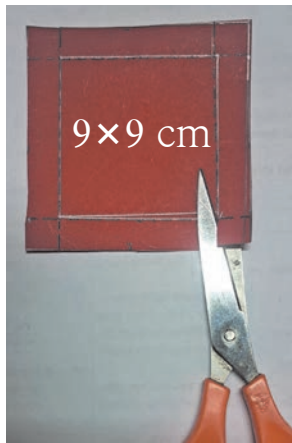
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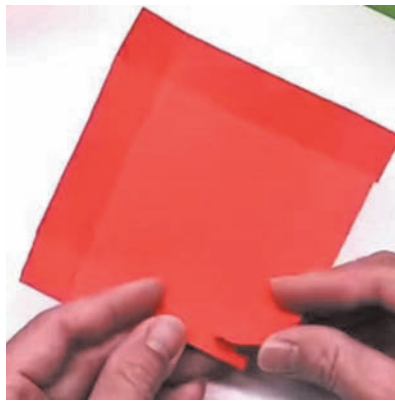
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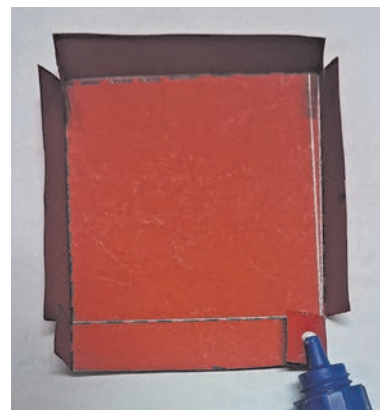
8



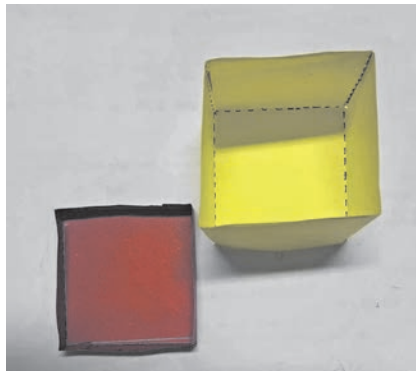
9



10



11



12



13



14



15



To enhance
attractiveness
use beads,
glass pieces,
sequins (Bindi)

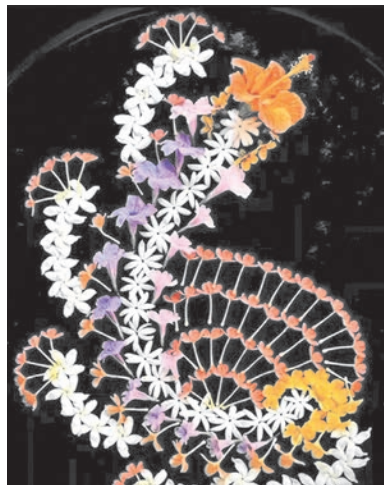
Safety

- Use scissors safely.

- Ask to bring the necessary materials for the gift box.
- Guidance should be provided while taking various measurements.

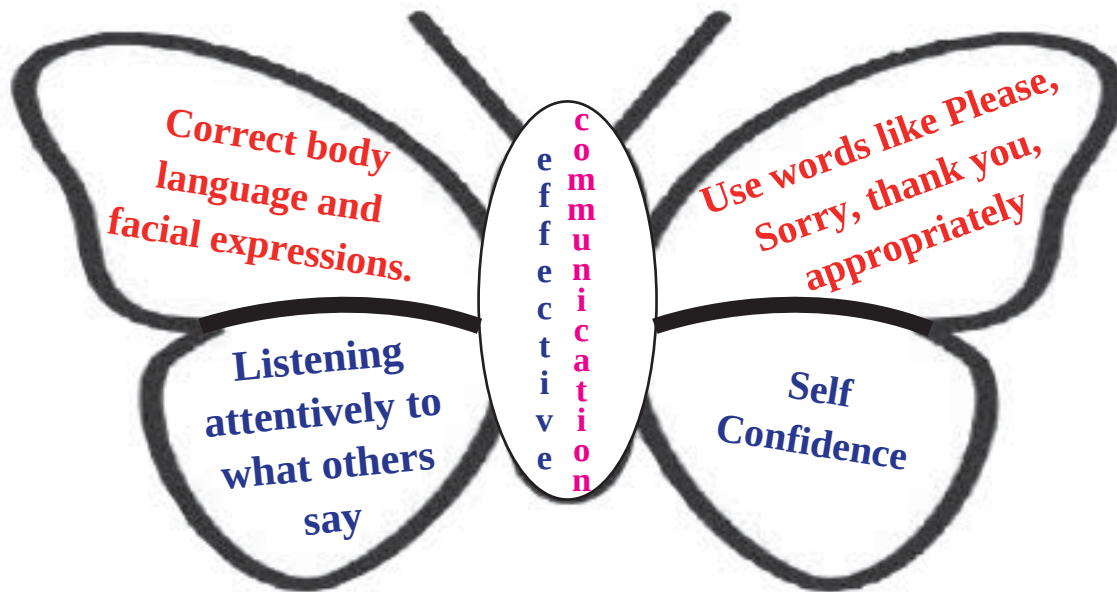
3. Decoration of Leaves and Flowers

Beautiful designs can be made with different leaves and flowers. Available leaves, flowers can be used to make rangoli, garlands, arches and floral hair garland. Below are pictures of some rangolis and decorations. Create beautiful decoration or rangoli, as you like, using leaves and flowers.



◆ Communication Skills

We speak with various people around us, in day to day life. Speaking with each other is called ‘Communication’. To have good communication, it is necessary to speak in an appropriate manner. This is what we call ‘Communication Skills’.



My Activity



1. Read the dialogue and identify whether the communication is appropriate or inappropriate.

- **Friend 1:** Will you give me your storybook to read?
Friend 2: Yes, here it is!
Friend 1: Thank you!
- **Grandmother:** Dear, can you tell me this address?
Girl: No! I am busy. Ask someone else.
(In a rude voice)
- **Woman:** I have come for the census. Is there any elderly person at home?
Boy: No (Kaku) Aunt, Mom and Dad are not at home right now.
Woman: Can you provide the information?
Boy: (Politely) No Aunty, please come back later.

- **Teacher:** Children, we have to organize a children's assembly.
Girl: When are we arranging the assembly?
Teacher: Shall we take it next week?
Boy: Okay sir! Let's take it next Friday.
Teacher: So...! who is ready to take the responsibility for the children's assembly?
Girl: I am ready sir.
Boy: I am also ready sir.

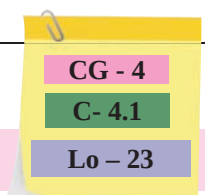


2. Write appropriate conversations :

- Conversation between 'Customer and Shopkeeper.'

- Conversations with guests after they arrive at home.

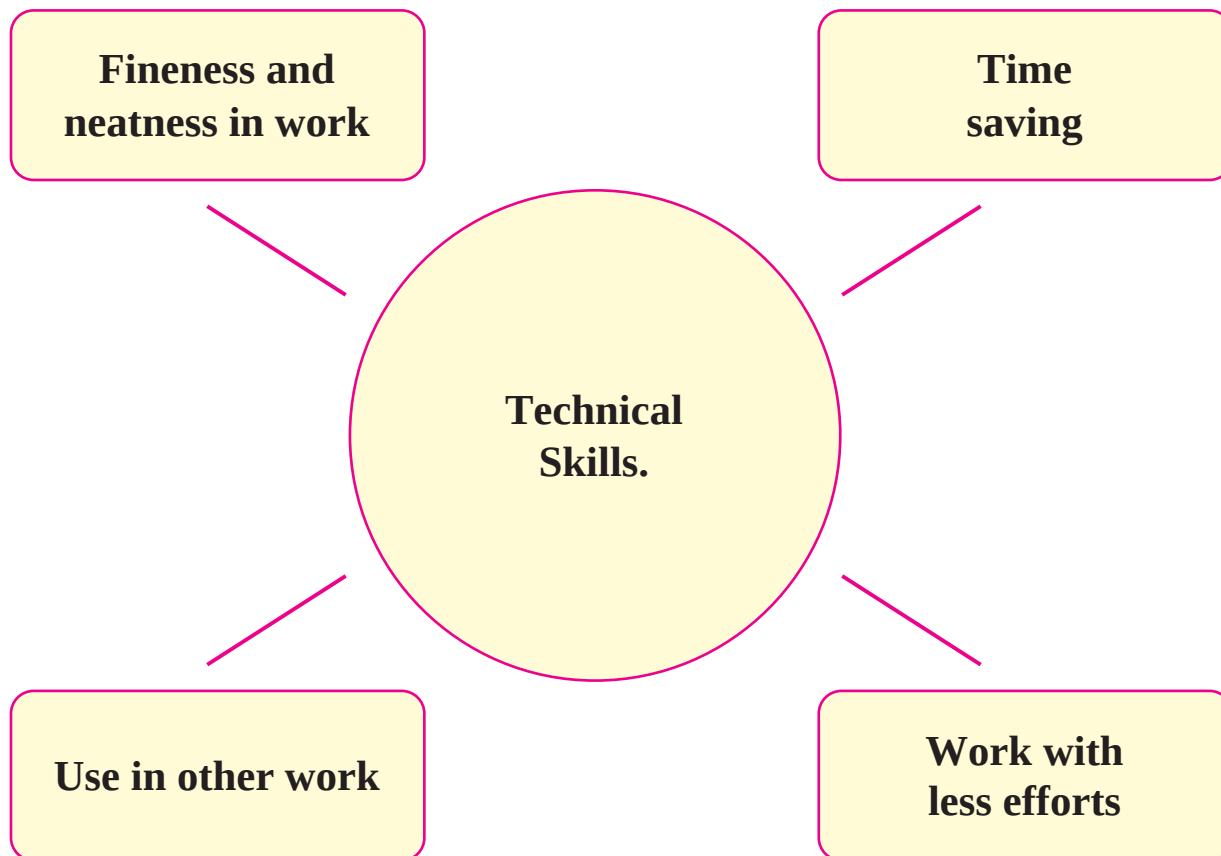
- Ask students to create conversation on various topics.



Technical Skills

The ability to complete a task accurately using specific tools is called a 'Technical Skill'.

Importance of Technical Skills:



My Activity



1. Prepare a list of technical tools/gadgets found in your home.

2. State the importance of using technical skills in daily life.

- Explain the importance of technical skills through discussion.

CG - 4

C- 4.1

Lo - 24

Technical tools

FOR FREE DISTRIBUTION

Various tools are used in day to day life to carry out various activities. Some of the activities are given below.

3. Observe the pictures below, list the tools and discuss about it.



Cutting paper with scissors



Drawing Rangoli using Rangoli Stamps



Making a garland with a needle and thread.



Cutting vegetables with a knife.



Painting diya with a brush



21. Changes in Technology

Technology is changing according to the changing times.

My Activity



1. Observe the following pictures and discuss the changes occurred in technology.



Mortor and Pestel



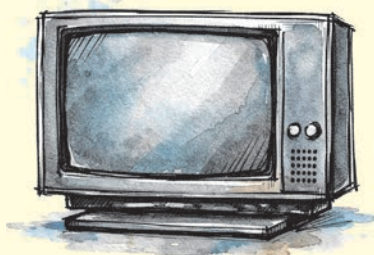
Mixer



Land line/Telephone



Mobile



Television



LED



Black Board



Smart Board



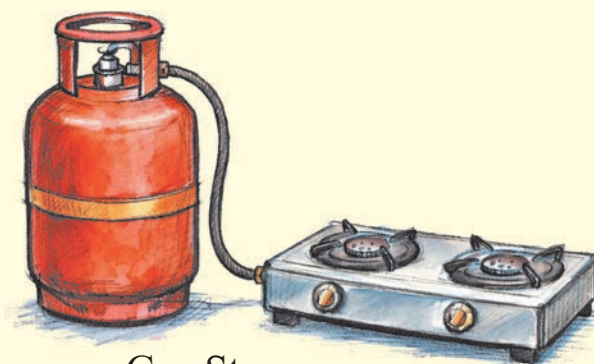
Computer Desk Top



Lap top



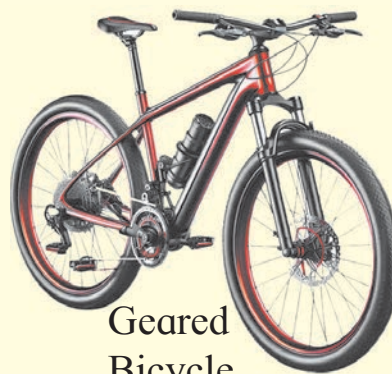
Clay Stove



Gas Stove



Bicycle



Geared
Bicycle

2. List the objects that are used for the same purpose but whose technology form has changed over time.

• Discuss the changes happening in technology.

CG - 4

C- 4.1

Lo - 24



22. Introduction to the Computer Parts

In today's era, computers are used in many places. For example: schools, offices, banks, hospitals, etc.

A computer is an electronic device. It can store information, processes it, and reuse the stored information whenever required. A computer has various parts. Observe the parts and their uses shown in the pictures.



Monitor

Use: To see text images, videos, games etc.



Keyboard

Use: To enter/type numbers, letters, and other characters.



Mouse

Use: To select the information and to scroll



C.P.U.

Use: For storing information.



Printer

Use: To print information.



Speakers

Use: To listen sound.

My Activity



- The names of computer parts are hidden in the word puzzle. Find them, circle them, and write them.

m	m	p	t	v	h	p	a
q	o	g	n	a	o	r	d
b	u	n	o	b	e	i	f
r	s	x	i	d	i	n	i
c	e	c	f	t	g	t	c
k	u	w	p	i	o	e	h
s	n	e	v	u	b	r	z
k	e	y	b	o	a	r	d

1)

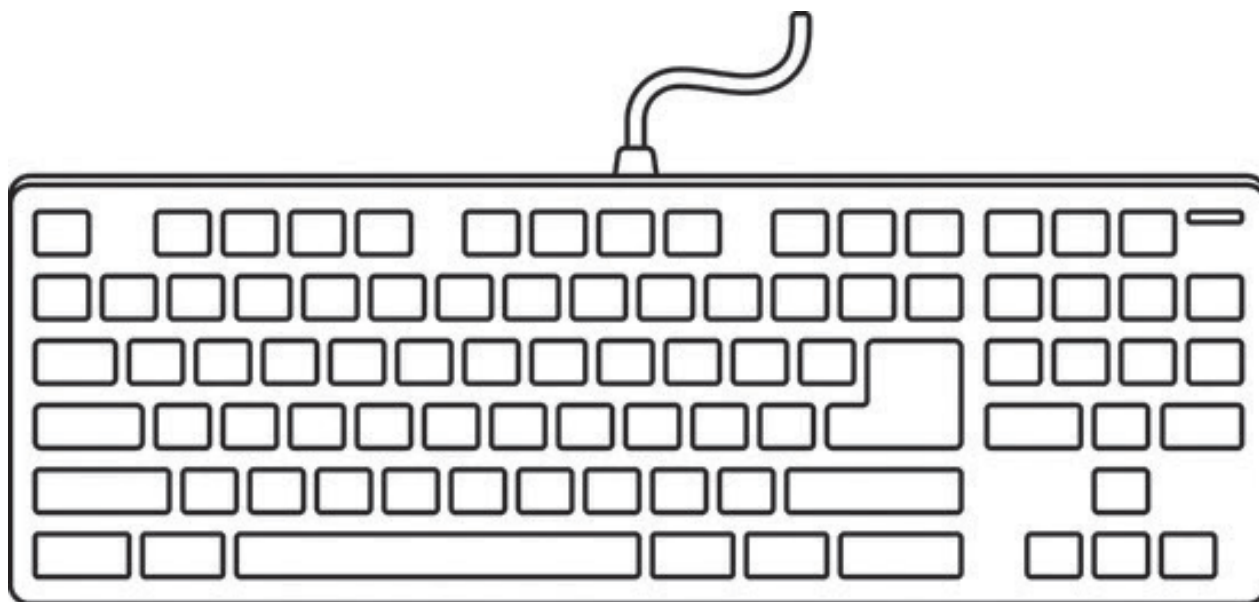
2)

3)

4)

5)

- Write the numbers, letters and special characters in their correct positions on the keyboard.



- Introduce various computer parts.
- Explain uses of each computer part.

CG - 4

C- 4.1

Lo - 24

◆ Switch On and Off the computer

Computers are used in many places because they make many tasks easier and faster. To use a computer, it is necessary to know how to switch it On and Off.

My Activity



1. Observe and try the act of switching on and off the computer.

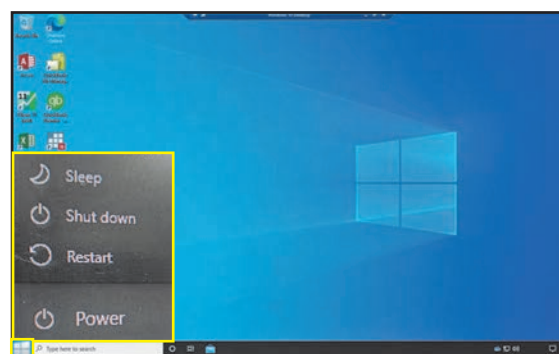
◆ Starting the computer

1. Turn on the power button that is plugged into the computer.
2. Press the **power** button on the CPU or monitor,
3. The monitor will start. After a while, the desktop will appear.



◆ Shutting down the computer.

1. Move the cursor to the **Start** icon at the bottom of the  Use the mouse to move the arrow.
2. You will see the option **Power** there .
3. Press the left side button of the mouse and click on the Power option.
4. You will see three options: Sleep, Shut down and Restart.
5. Press the left side button of the mouse and click on the **Shut Down** option in the Power window. Wait till the computer switches off.



◆ Let us remember

- > Do not turn off the computer suddenly. Always turn off the computer by selecting the Shut Down option.
- > Computers should only be used with the help of teachers or parents.
- > Do not download or share any information on the computer without the permission of teachers or parents.

• A practical should be taken to turn on and off the computer in the computer lab.

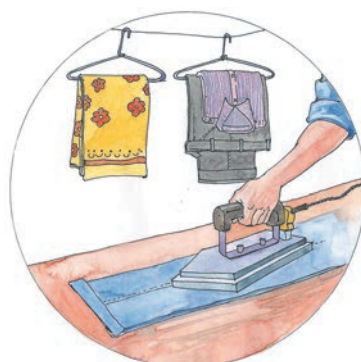
My Page

In a village I visited the fair with my uncle. I saw some businesses there. Let's find the businesses and list them.



Businesses in My Surroundings

Lets Identify Businesses in my surroundings,



Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless.

You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported
by Ministry of Women & Child Development.



नए समाज की ओर
Towards a new dawn

Provide students age-appropriate guidance on recognizing and understanding
good touch and bad touch, ensuring their physical and emotional well-being.



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