

# Wellbeing

Class Seven



National Curriculum and Textbook Board, Bangladesh



মাননীয় প্রধানমন্ত্রী শেখ হাসিনা টিকাদান কর্মসূচির সফল  
বাস্তবায়নের জন্য ‘ভ্যাকসিন হিরো’ পুরস্কার গ্রহণ করছেন।

বাংলাদেশের টিকাদান কর্মসূচিতে সফলতার স্বীকৃতিপ্রদর্শন প্রধানমন্ত্রী শেখ হাসিনাকে ‘ভ্যাকসিন হিরো’ পুরস্কার দিয়েছে গ্লোবাল এ্যালায়েন্স ফর ভ্যাক্সিনেশন এন্ড ইমুনাইজেশন (GAVI)। জাতিসংঘ সদর দপ্তরে ‘ইমুনাইজেশনের ক্ষেত্রে বাংলাদেশের রাজনৈতিক নেতৃত্বের স্বীকৃতি’ শীর্ষক অনুষ্ঠানে প্রধানমন্ত্রীর হাতে এ পুরস্কার তুলে দেন GAVI এর বোর্ড সভাপতি ড. এনগোজি অকোনজো ইবিলা এবং সংস্থাটির প্রধান নির্বাচী কর্মকর্তা সেথ ফ্রাংকলিন বার্কলে। প্রতিটি শিশুকে টিকাদান কর্মসূচির আওতায় এনে শিশুদের জীবন রক্ষাকারী জরুরি টিকাদান সম্পন্ন করার সুনির্দিষ্ট লক্ষ্যমাত্রা অর্জনই ছিল এই পুরস্কার প্রদানের বিবেচ্য বিষয়।

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# **Wellbeing**

**Class VII**

**(Experimental Version)**



## **Writers and Editors**

Nasima Akter

Khadiza Begum

Dr. Muhammad Munir Hussain

Md. Abdullah-Hel Kafi

Salowa Salam Shaoli

Dr. Sumaiya Mamun

Mst. Shegufta Nasreen

Rumi Jesmine

Iqbal Hossain

Dr. Mohammad Mahboob Morshed

## **Translated By**

Goutam Roy

Aktari Jahan



**National Curriculum and Textbook Board, Bangladesh**

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**Art Direction**  
Monjur Ahmed

**Illustration**  
Sabyasachi Chakma

**Cover Theme**  
Monjur Ahmed

**Cover**  
Promotesh Das Pulak

**Graphics**  
Md. Ruhul Amin



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## Preface

In this ever-changing world, the concept of livelihood is altering every moment. The advancement of technology, in accordance with knowledge and skill, has accelerated the pace of change. There is no alternative to adapting to this fast changing world. The reason is, the development of technology is at its zenith compared to any time in the human history. In the fourth industrial revolution era, the advancement of artificial intelligence has brought a drastic change in our employment and lifestyles and this will make the relationship among people more and more intimate. Varied employment opportunities will be created in near future which we cannot even predict at this moment. We need to take preparation right now so that we can adapt ourselves to that upcoming future.

Although a huge economic development has taken place throughout the world, the problems of climate change, air pollution, migrations and ethnic violence have become much more intense than before. The epidemics like COVID 19 has appeared and obstructed the normal lifestyle and economic growth of the world. Different challenges and opportunities have been added to our daily life.

Standing on the verge of these challenges and possibilities, implementation of sustainable and effective solutions is required for the transformation of our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, capability to adapt, humanity and patriotism. Amidst all these, Bangladesh has graduated into a developing nation from the underdeveloped periphery and is continuously trying to achieve the desired goals in order to become a developed country by 2041. Education is one of the pivotal instruments to attain the goals and there is no alternative to the modernization of our education system. Developing an effective and updated curriculum has become crucial for this modernization.

Developing and revising the curriculum is a regular and vital activity of National Curriculum and Textbook Board. The last revision of the curriculum was done in 2012. Since then, a lot of time has passed. The necessity of curriculum revision and development has emerged. For this purpose, various research and technical exercises were conducted under the supervision of NCTB during the year 2017 to 2019 to analyze the prevalent situation of education and assess the learning needs. Based on the researches and technical exercises, a competency-based incessant curriculum from K-12 has been developed to create a competent generation to survive in the new world situation.

In the light of the competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for grade Seven. The authentic experience driven contents of this textbook were developed in such a way that teaching learning becomes comprehensible and full of merriment. This will connect textbooks with various life related phenomenon and events that are constantly taking place around us. We hope that learning will be profound and life-long now.

Issues like gender, ethnicity, religion, caste, the disadvantaged and students with special needs have been taken into special consideration while developing the textbook. I would like to thank all who have put their best efforts in writing, editing, illustrating and publishing the textbook.

If any one finds any errors or inconsistencies in this experimental version and has any suggestions for improving its quality, we kindly ask them to let us know.

**Professor Md. Farhadul Islam**  
Chairman  
National Curriculum and Textbook Board, Bangladesh

## A few Words About Wellbeing And This Book

Dear student,

Hope all of us are well and in good health. Congratulations on your promotion to the grade seven after successfully completion of the grade six.

This year, we have got new books in grade seven. For the first time, we will teach ‘Wellbeing’ as a new subject. In the subject, we have an opportunity to learn about the required components for our health. Through various activities, we will have the opportunity to discover how our body, mind and relationships with different people affect our well-being. This book includes various ways to identify and use our strengths to care for our body, mind and relationships. Different ways of communication to express our feelings, needs and opinions are mentioned here. At the same time, it has been emphasized to keep ourselves safe by knowing the healthy ways and strategies in these cases by managing possible risks.

Here we will not just read, or memorize information. Here, there is an opportunity to learn from experience. We will use our daily life experiences to do fun activities in class. We will do fun activities like drawing pictures, singing songs, reading stories, comics, discussions, interviews, debates, role-plays etc. Besides, we will search for information from various reliable sources. Thus through experience, acquired knowledge and realization, we will learn about various aspects of wellbeing.

This book on wellbeing is written in an attractive and easily comprehensible manner with important information as if it were talking to us. By reading the book, we ourselves will understand which work is asked to do in which situation. And we will do these things in the book. We will complete the book by doing activities according to the instruction and writing them down. We, ourselves, will make a plan and practice accordingly to apply the lessons learned in each chapter in our own life. According to our plan, we will write down our practices throughout the year in a diary prepared by us.

We can also write down our daily feelings, any new realization and any significant experience in this diary.

This book will help us stay safe by using our knowledge and experience while taking care of our bodies, minds and relationships and practicing strategies to manage possible risks. This book is, therefore, like a resource for us. Hope we will like it.

Best wishes and love.

# Content

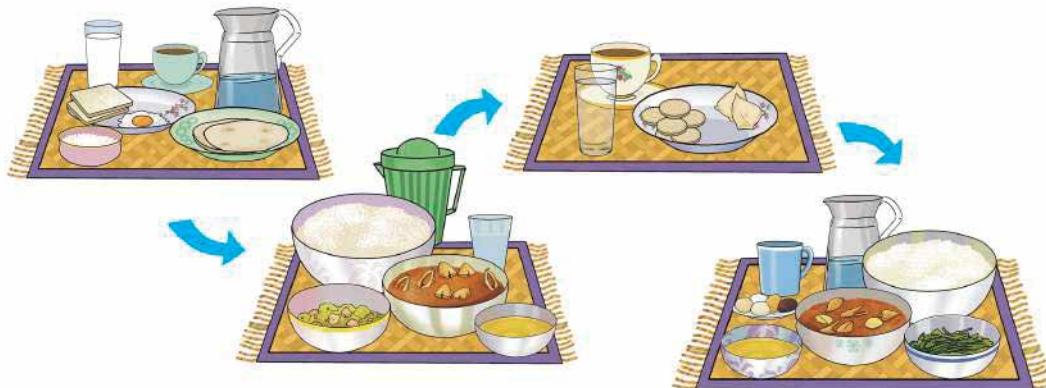
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## Chapter One

# Have a safe and balanced diet; let's say goodbye to malnutrition

Can we ever imagine that we can survive without the intake of food? Indeed, we can't, can we? Yes, we have to eat a variety of foods for our survival. However, we are used to taking different types of food depending on the family, region, culture, or country. We get satisfaction and pleasure by eating our favourite food. Again, we cannot eat the food of our choice for a long time, and we feel upset. Some types of food or eating habits are also harmful to us.



Earlier, we get ideas about the components of food and the vital role of health care. This chapter will review common food intake habits in our families and society by making our daily family food list. Besides, we will create an activity list to avoid diet-related diseases. We will know in detail about the illnesses in our body that come from the effects of traditional food habits and lack of nutritious foods. To understand nutritional needs according to height and weight, we will make a diet plan for our practice. Finally, we will work to increase awareness in families and schools with the aim of healthy food planning according to nutritional needs.

Have a safe and balanced diet; let's say goodbye to malnutrition.

## My family's daily food list

According to the teacher's instructions, I create a food list of my family in the table below.

Day	Morning	Noon	Night
Day-1			
Day-2			
Day-3			

Along with filling out the daily food list, we will also fill out our activity schedule to stay disease free. Make a list of things we do to keep ourselves free of illness and write in the box below.

## Things we do to stay disease free

Have a safe and balanced diet; let's say goodbye to malnutrition.

## Our food and nutrition

We have presented in class about the source of different food ingredients and nutrition. Now, using that information, let's find what the food ingredients were in our daily meals. Let's note down in the table below whether all food ingredients were present or not; what type of ingredients we think were more, less or adequate.

	Morning	Noon	Night	What types of food ingredients are present in our meals? (What kind of ingredients we think was more, less or adequate)
Day-1				
Day-2				
Day-3				

## Malnutrition and Overnutrition

We see many malnutrition and overnutrition people around us. Using our own experience, we write about the symptoms of malnutrition and overnutrition.

Malnutrition	Overnutrition

We have written about symptoms of malnutrition and overnutrition from our own experience. We know that food can cause many diseases if it is not consumed properly. Lack of cleanliness, food that is not adequately cooked, or

Have a safe and balanced diet; let's say goodbye to malnutrition.

lack of nutritious food can cause diseases. Now, work in groups and discuss to list the physical symptoms of malnutrition and overnutrition in the table below.

The physical symptoms of malnutrition and overnutrition	
Malnutrition	Overnutrition

## Nutritional profile

Before discussing our food habits and malnutrition diseases, we will create a nutritional profile of our family and neighbours. Through the nutritional profile, we get the overall ideas about food habits and the nutritional status of a person, family, or people in an area. We need some information to create a nutritional profile. So, we will create a questionnaire to collect that information. Using this questionnaire, we will collect information about the food habit and nutritional profiles of our family and neighbours. We will also collect information about the weight and height of 2- 18 years old children and adolescents of the family and that of the neighbours. Using the collected data, we could create a nutritional profile. The teacher shows us a sample questionnaire in class. Now sit in a team

with friends and discuss what questions to ask to create a nutritional profile. Based on this discussion, let's create the following questionnaire in the table below.

Family-based nutritional information questionnaire

### Family-based nutritional information questionnaire

**Identify children and adolescents' nutritional status using weight and height chats.**

Weight and height chats are used to determine children's and adolescents' nutritional status. The teacher shows us how we identify the nutritional status of children and adolescents using weight and height chats. There are many different ways to know the nutritional status of those above 18 years old. We will learn that in the next class. Children's and adolescents' weight and height are given below by age.

Have a safe and balanced diet; let's say goodbye to malnutrition.

Scale of natural weight according to age (KG)					Scale of natural height according to age (Centimetres)				
(source: world health organization 2004 )			(source: world health organization 2004 )						
Boy		Age	Girl		Boy		Age	Girl	
Minimum	Maximum	(Year)	Minimum	Maximum	Minimum	Maximum	(Year)	Minimum	Maximum
2.5	4.5	0	2.3	4	46	53.5	0	46	53
7.5	12	1	7	11.5	71	80	1	69	79
9.5	15	2	9	14.5	82	94	2	80	92.5
11.5	18	3	11	17.5	89	103	3	85.5	102
12.5	21	4	12.5	21	95.5	111	4	95	111
13.5	24.5	5	13	25	100	118.5	5	97.5	118
14.5	28	6	13.5	29	104	126	6	102	125.5
16	33.5	7	15	33	109	132.5	7	107	132
17.5	39.5	8	16.5	38	114	139	8	112.5	138
19	45.5	9	18.5	43	119	145.5	9	117.5	144.5
21	51.5	10	20.8	49	123.5	151.4	10	123.5	151
22.5	58	11	23	56	128	157	11	129	157
25	66	12	26	62	133	163.5	12	134	162
27.5	72	13	28.5	67	138	170	13	138	166
30.5	78	14	31.2	70.5	143	175.5	14	141	168
34.5	83	15	33	72	148	179.5	15	143.5	169.5
.37	86	16	34.8	72.5	152	183	16	144.5	170
39.5	87.5	17	36	73	155	184.5	17	146	170.5
42	88	18	37.5	74	158	186.5	18	147	171

After collecting our nutritional data, we discussed it with our classmates. Using collected data on weight and height charts, we represent the condition of weight and height of children and adolescents.

### Data on the weight of children and adolescents

Total number of children and adolescents data collected =

Number of children and adolescents weigh below the scale	
Number of children and adolescent's weights match the natural scale	
Number of children and adolescents weights exceeding the scale	

### Data on the height of children and adolescents

Total number of children and adolescents data collected =

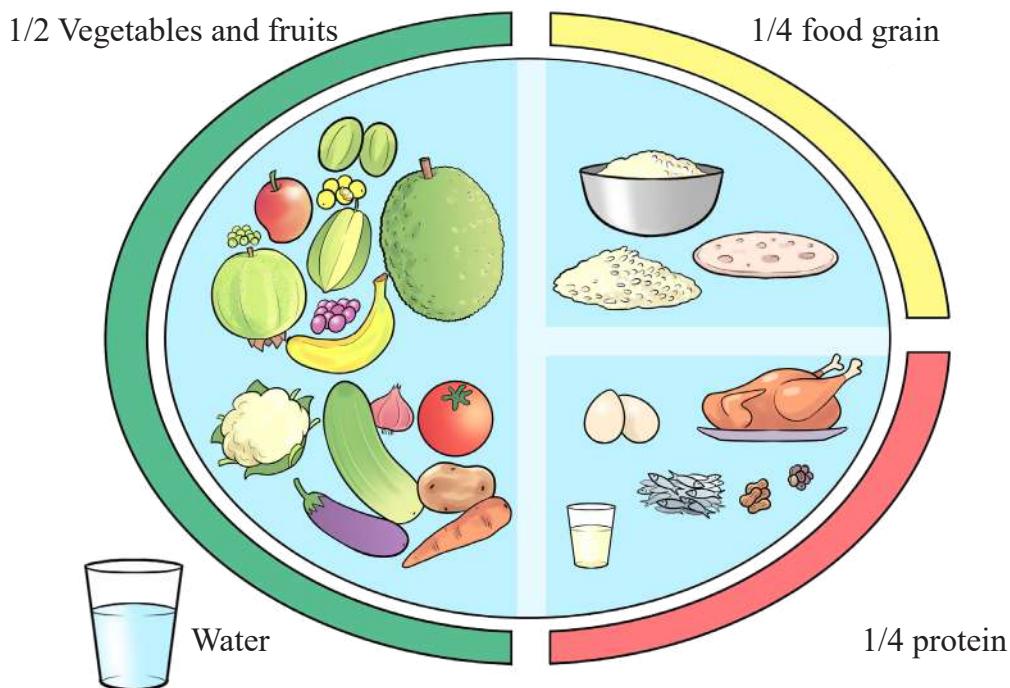
Number of children and adolescents height below the scale	
Number of children and adolescents' height match the natural scale	
Number of children and adolescents' heights exceeding the scale	

Have a safe and balanced diet; let's say goodbye to malnutrition.

## A balanced platter

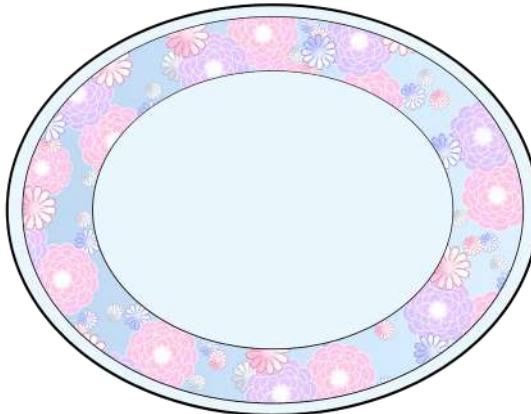
We have got nutritional information about our family and neighbours from the questionnaire. We have known about the nutritional status of children and adolescents. We have also got the idea of the nutritional problem. If we have not developed our food habits since adolescence, we might face nutritional deficiencies in the future. Many of us think that nutrition is more including inexpensive food. This concept is not accurate. There is nutrition in every type of healthy food. What we actually need is our creative idea in diet planning.

Different food grains, fish, vegetables and fruits are produced depending on each country's climate. We can fulfil our nutritional needs with locally available and inexpensive food, grain, fish, vegetables and fruits in our country. As it meets our nutritional needs, as well cost is comparatively less. This carefulness is essential for those who are related to diet planning in the family. We create awareness about available and reasonable food for our family, neighbour and relatives. Practising proper food habits with awareness protects us from future nutritional problems. Thus as responsible citizens, we can contribute to our national dietary growth.



We have an idea about a balanced platter. Now, with the nutritional and safe foods available in our area, we will make a balanced platter for us.

We have many ideas about food, nutrition, and nutritional problem through classroom discussion. Besides, let's know about some general knowledge from this book, which will help us to implement our next plan.



Food should be nutritional, safe and suitable for age. Otherwise, many undesirable effects will generate on physical and mental health, and different types of diseases will arise.

Let's know what difficulties we might face due to the lack of nutritional and safe foods.

**Overweight and obesity:** Overweight and obesity can be seen when someone's weight becomes high than the average level. We usually face this problem due to intake of excess oily and fatty food, roadside fries and junk food, etc. Being overweight can create many diseases in our bodies, like - diabetes, heart disease, cancer etc. Besides, our memory gets damaged. Overweight also damage our mental health. So to avoid being overweight, we have to take nutritional food. And we must escape excess oily and fatty food, roadside fries, junk food, etc.

**Underweight:** Underweight can be seen when someone's weight becomes lower than expected. We usually face this problem due to fewer intakes of essential nutritional foods. We might face being underweight to control food or diet without expert advice. Excess underweight damage our health. Therefore, we face vitamin deficiency, anaemia and bone damage. It may decrease our workability, create mental exhaustion, and obstruct normal development.

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**Anaemia:** Children and adolescents are facing severe problems for a lack of the right amount of nutritional food called anaemia. Anaemia may rise when the form of muscles grows and the demand for blood increases in adolescents. Because this time body needs iron to make haemoglobin, whose only source is nutritional food. Haemoglobin is red blood cells that carry oxygen to the rest of the body. During the menstruation of teenage girls, iron demands increase because of bleeding. During this time, we have to take additional foods having more iron like fish, meat, kidney, colocasia, deep green vegetables, nuts etc.

**Protein-energy malnutrition or Protein-calorie malnutrition:** Children from 1 to 6 years old face a lack of Protein-energy malnutrition food, energy-producing food, or both deficiencies called Protein-energy malnutrition or Protein-calorie malnutrition. In this case, two types of symptoms are seen.

1. **Marasmus:** Normally, Marasmus symptoms are seen among children from 6 months to a half years old, lacking both protein and calories.
  - During this time, body weight is not proportionate to age.
  - The skin of the body gets loose and wrinkled.
  - There is indigestion.
  - Anaemia is seen.

To prevent marasmus, the baby needs to be properly breastfed. We should include protein, mineral salts, fats, and vitamins (B12, folic acid, A etc.) in the diet of children aged above six months.

2. **Kwashiorkor:** Children from 2 to 4 years old face symptoms from not getting enough protein-rich food called kwashiorkor. This disease may arise if proper carbohydrates and fat are in a diet but lack essential protein. Again this disease may cause digestion problems and result in incorrect food habits.
  - During this time, children's normal growth hampers and body weight decreases.
  - Children's belly gets bloat.
  - Face, hand, and leg swell up with water.
  - Anaemia is seen.
  - Mood is a little irritated.
  - Moreover, loss of appetite, indigestion and diarrhoea are seen.

These types of children need a protein diet.

**Night blindness:** Vitamin and Zinc deficiency can cause night blindness. Vitamin A deficiency can cause malnutrition. Most of the time, it seems that children face night blindness from malnutrition. Affected people by this disease have more difficulty seeing than normal people at night or in less light. Still, there is no vision problem in daylight or light. People can get the advantage of taking rich food with high Vitamin A. Vitamin A is highly available in animal food like- kidneys and vegetables like- carrots, spinach, pumpkin or red-yellow vegetable. It is helpful to keep these varieties of food in your daily diet.

**Iodine deficiency:** Iodine is a kind of mineral that cannot produce in our body. It comes only from food. Iodine produces thyroid hormones in our bodies. This hormone develops digestion and helps a child's mental growth.

- Iodine deficiency can cause goitre.
- Besides, Iodine deficiency can cause constipation, depression, and skin dryness.
- Irregular menstruation.
- Hair and nail can thin and can be broken.
- Physical weakness can be seen.
- Unwanted obesity can be seen; mental pressure and depression can be seen from obesity.

Iodine salt should use to prevent iodine deficiency. Sea fish, seaweed, shrimp, dairy food, egg, chicken, beef liver etc., are excellent sources of iodine. So it is essential to keep these foods in your diet.

During adolescence, many teenagers can't take a balanced diet thinking their weight might increase. Therefore, malnutrition is found in many adolescents. We should keep in mind less weight doesn't mean healthy life. If there is a

lack of balance between proper nutrition and proper weight according to age, many physical and mental problems can be seen, including weakness and lack of attention. From social unawareness, sometimes food for boys and girls is discriminated against. Food given to eat to girls is less in



Have a safe and balanced diet; let's say goodbye to malnutrition.

amount than boys. Typical social misconceptions are girls don't need as much nutrition as boys. Therefore in the adolescent period, girls' teenage physical and mental growth is disrupted. So, to take nutritious food is very important for them.

### My slogan for preventing the nutritional problem

Together we all find many ways of preventing nutritional problems. Now we will make a slogan for the prevention of the nutritional problem.

Serial	Our statement/ slogan of prevention of nutritional problem
1	Escape excess oily and fatty food and junk food. Build healthy life.
2	
3	
4	
5	
6	
7	
8	

## My plan for the prevention of nutritional problem

Using this slogan, make plans for many awareness activities on the next table.

What to do	When to do	How many times
Discuss nutritious food among family members		

Have a safe and balanced diet; let's say goodbye to malnutrition.

## Taking safe and nutritious food and my practice of preventing nutritional problems

By doing the activities of this chapter, we create a balanced platter. We make plans and slogans for the prevention of the nutritional problem. We will write activities following this plan for the rest of this year in our diary.

Before writing the report, we will follow below questions:

- What did we do following the new plan in the last month?
- How did we feel about doing that?
- Did we face any problems when doing these works? If so, how did we solve them?
- Do we need any help from our teacher or family? What's that?

We will regularly prepare reports on our activities to be checked by the teacher. In addition, the teacher will discuss these topics in the classroom from time to time. This way, practice and exchange of views will continue throughout the year.

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. I will inspire myself and find out where there is a chance for improvement. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

**Table 1: My participation and the work done in this book**

Session no.	How spontaneous was my participation in the sessions	How respectful I had been towards other students during my participation	Quality of work done in this book
Sessions 1-4	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Session 5-6	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Sessions 7-8	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Session 9-10	Own rating		
	Comment		
	Teacher's rating		
	Comment		

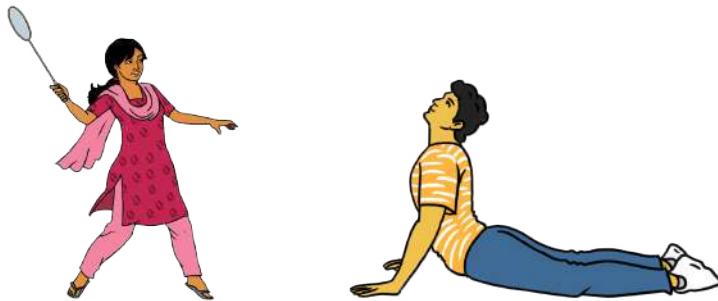
Have a safe and balanced diet; let's say goodbye to malnutrition.

**Table 2: Taking safe and nutritious food and my practice of prevention of nutritional problem**

	Accuracy of plan related to taking safe and nutritious food and the practice of preventing nutrition problems	Write in a journal about taking safe and nutritious food and my practice of preventing nutritional problems.	Reflection of accurate ideas about food and nutrition when practising
Own rating			
Comment			
Guardian's rating			
Teacher's rating			
Comment			

## Chapter two

# Healthy and beautiful life built-in sports



Who doesn't want to play games/sports, isn't it? We all love to play games. However, do we all love the same game? Of course not. Many games are available in our country. Inside these, some directly develop our body, but some are related to the growth of mental development. Yet, all types of sports and physical exercises affect on body and mind.

In this chapter, we will learn about the need and effect of sports and physical exercises in our life by doing many funny activities. During sports and physical exercises, we will get ideas on how to care for ourselves if we get harmed and damaged. At last, using this knowledge and experiences, we will plan sports and physical exercises for us and practice those.

### Let's start the sports chapter with sports.

We all have participated in sports. After participating in games and sports, we shared our feeling and experience in class.

Now within the team, let's discuss what indoor and outdoor games we have either played or loved to watch. Games taking place inside a room are called indoor games, for example- ludu, carom, chess, etc. Games taking place outside a room or in an open field or space are called outdoor games, for example, running, jumping, kabaddi, football, cricket etc.

Now I list the sports I participate in the table below.

### My sports

Name of sports	Types (indoor/ outdoor)	Where(body/ mind) does it affect	How does it affect

## Some common indoor games and outdoor games

Now let's know some common indoor and outdoor games in our country.

### Some common outdoor games

#### *Bouchi*

*Bouchi* is a rural and traditional game in Bangladesh. This game can be played in the backyard or on the field. Two parties participate in this game. Each team consists of 5 to 10 players.

Two rooms are needed by marking on the ground at a distance of 20-25 feet. The larger of the two houses will contain all the players except the bride of one party.

And the bride will stand in a small house or a bride's house or a woman's house. Which team will play from the house first is decided by a toss. All opposite players can stand anywhere on the field except those two houses.

#### Game Description:



- The bride must run from the bride's house to the big house. Those who live in the big house hunt the opposite players with breathing. If the player holding her breath touches someone on the opposite team, that player is out. However, if someone from the opponent's team touches the bride's house before reaching their own house, that player from the bride's house is out. When the bride comes out, the game is over for that side if someone from the opposite team touches her.
- Later, the opposite team gets a chance to play.
- And if the bride can come to the big house without being touched, then that team wins.

### **Gollachoot**

It is one of the most popular games among teenagers in Bangladesh. This game is played on the school grounds or in open spaces. A stick is buried in the ground at one place, and a circle called ‘golla’ is made to run around. ‘choot’ means running. This is how the name of the game came to be Gollachoot. Both teams have an equal number of players (5 or 7).

#### **Game Description:**



- At the beginning of the game, the team captain holds a stick buried in the ground in one hand and holds the hand of another player of his team in the other hand. This way, they touch each other's hands and rotate around the centre. Their goal is to run and touch a designated target (such as a stick or tree) outside the circle.
- On the other hand, if the players of the opposite team can touch a player of that team before touching the running stick, then he will be out of the game. If neither player reaches the target, the opposite players get a chance.

### **Dariabandha**

This game is a well-known game in the rural sports of Bangladesh.

This playground is 50 feet long and 20 feet wide. A parallel line will be 50 feet long and 1 foot wide in the middle. The court will be divided into 10 inches/10 boxes with a 1-foot gap into four horizontal lines. Each team consists of 5/6 to 8/9 players. There is a referee in the game.

**Time of game:** Play for 25 minutes, rest for 5 minutes, and play again for 25 minutes - this is how the gameplay.

#### **Game description:**



- First, in a square room made of scars on the ground, two scars should be there at equal distances from front and back. A space of one hand should be kept between these two scars. These are called half-courts.
- Two half-courts are joined together to make a court in the middle. This court in the middle is called Khara-Court.
- One player stands on each half-court. Standing here prevents the other team's players from entering the room. If he touches a player of the other team on the court or inside the room, it's out. The front player can use the Khara-Court behind him. The team that gets a chance to play enters through the front room and exits through the back room.
- After passing all the rooms, it comes from the back room to the front. The game is won if everyone comes back without touching the players of the other team standing on the court.

## Some common indoor games

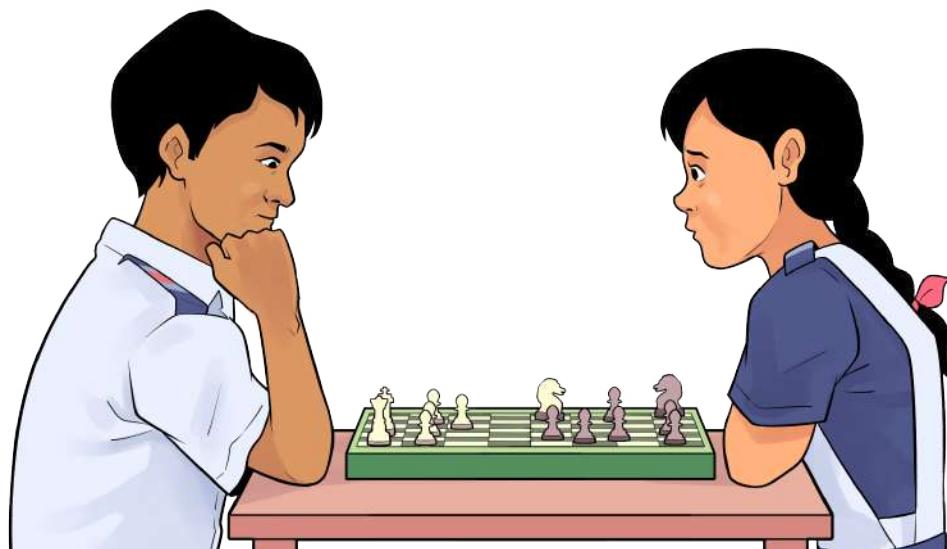
### Chess

Chess is an excellent brain game.

A chessboard consists of 64 equal-sized squares. The game consists of two sets of sticks/ pieces. One set has 16 white and another set has 16 black sticks. Each set of sticks consists of one king, one minister, two boats, two elephants, two horses and eight soldiers.

The king can go one room in all directions. Minister can move forward and backwards, right and left, corner. The boat moves forward and backwards, right and left. Elephants walk around. A horse can jump two and a half rooms in all directions and can also go over sticks. Soldiers can move forward in one room.

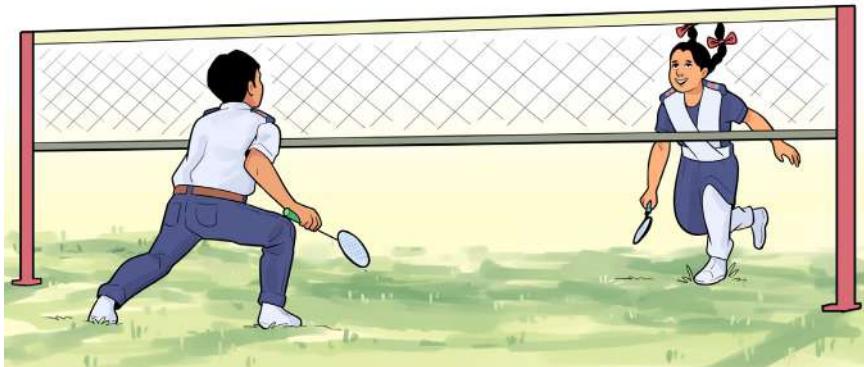
### Game description:



There are two sides to the game of chess. One side plays with the white soldiers, and the other side with the black soldiers. First, one or two rooms of play are used from the white side. Or the horse can be first played. If a soldier reaches the end of a house number or room no.8, any piece of minister, boat, elephant or horse can be taken in its place. Sticks run according to their rules. Playing like this, whose king gets stuck, will be defeated.

## ***Badminton***

Badminton is one of the popular sports in Bangladesh. There are two teams in this game. Each team consists of one (singles) or two (doubles) players. There are two types of courts used in badminton. The court is 44 feet long and 17 feet



wide, with one player per team. The court is 44 feet long and 20 feet wide, with two players per team. The post is made of two poles with a net attached to the poles. There is a shuttlecock for playing.

### ***Game description:***

Both singles and doubles games are played to 21 points. There are three games to play.

Whichever team wins two games will be the winner.

## ***Some exercises to reduce stress and relax the mind and body***

### ***Equal Breathing***

- Sit and relax
- Breathe in and out through the nose, count 1, 2 to 5, 6 and inhale breath.
- Again count from 1, 2 to till 5, 6 and exhale breath.

Do this breathing exercise 3-5 times or longer if time permits. In this exercise, you can inhale and hold for a while and exhale. It refreshes the brain by getting enough oxygen. Thus we feel relaxed.

## Abdominal Breathing

- Breathe deeply through the nose, and take air with a full stomach. Notice that the belly rises outwards while breathing.
- Hold for as few seconds as possible.
- Then slowly create the stomach empty and release. During exhalation, notice as if the stomach gets inside, the whole stomach is emptied.
- Repeat the whole process seven to eight times. The exercise can be done with hands on the abdomen for a better feel, or the exercise can be done by lying down with a light book on the abdomen. It should be noticed that the hand or the book is up and down during inhalation and exhalation.

## Humming Bee Breathing

- Stand or sit or lie down comfortably.
- Close our eyes and relax our faces. Take long breaths.
- Press your ears with your fingers and close your mouth and exhale, making a humming sound. Do the exercise as long as you feel comfortable.

## Alternate Nasal Breathing exercise

- Sit with a straight spine on the seat.
- Place the left hand on your knee.
- Exhale completely. Now close the right side of the nose with the thumb of the right hand and breathe through the left side of the nose. Now close the left side of the nose and exhale through the right side of the nose.
- The next time is exactly the opposite of the previous one; close the nose's left side and inhale the nose's right side. Now close the right side of the nose and exhale through the left side. Continue this breathing for 3-5 minutes.



## PMR/ Progressive Muscle Relaxation

- Sit or lie down comfortably.
- Take deep breaths and exhale five times.
- Start by bending the toes and compressing them as much as possible. Hold for a while, and then relax.
- Start by pressing both knees together. Hold for a while, and then release and relax.
- Hold the thigh muscles while sitting. Hold for a while and then release and relax.
- Let's compress my paws. Hold for a while, and then open and relax.
- Pull the arm and shrink as much as possible. Hold for a while, and then release and relax.
- Strongly shrink the hip and thigh muscles. Hold for a while, and then release and relax.
- Tighten the abdominal muscles and shrink them. Hold for a while and then release and relax.
- Tighten the back muscles and shrink them. Hold for a while, and then release and relax.
- Inhale and tight chest and shrink. Hold for a while, breathe out and relax.
- Shrink the shoulders close to the ears. Hold for a while and then release and relax.
- Press the lips together tightly. Hold for a while and then release and relax.
- Wide open the mouth. Hold for a while, and then let go and relax.
- Close the eyes and hold them tightly. Hold for a while and then release and relax.
- Raise the eyebrows upward. Hold for a while, and then let go and relax.
- Tighten the forehead muscles. Hold for a while, and then let go and relax.

It simultaneously relaxes the body and mind. This exercise can be done for 7 to 10 minutes.

The exercise can be done at home or during play.

## Group discussion and presentation on the impact of sports

We participated and presented in group discussions on the effects of sports on our lives. We've heard arguments from both sides about the positives and negatives of the game. Let's take a look at them below.

### Positive aspects of sports

- Sports make the muscles of the body strong and powerful.
- They increase immunity.
- They increase body strength and ability to work.
- Blood circulates appropriately in the body.
- Physical tiredness and exhaustion are removed, and mental health stays good.
- Sports reduce mental stress and improve brain function. They increase the ability for decision-making and analysis.
- A sense of order develops due to the rules of the games.
- Exchange of mutual emotions takes place. The ability to get along with everyone develops.

There are no opposing sides to playing by following the rules of the game, including eating nutritious food. However, sometimes some people don't follow the rules. They do not eat nutritious food and do not have enough sleep or rest. Sometimes some people play for an extreme amount of time. In that case, they affect our body. If you play for a long time, the time for other tasks like studies, other responsibilities and helping others in the family will decrease. Body strength decreases, and we get irritated. As a result, many times, the relationship with others declines.

## Injuries and accidents during sports and physical activity

All types of sports and exercise have their own rules. It is very important to follow these rules to play and exercise safely and properly while maintaining good relations with everyone. Even then, we sometimes get hurt or have accidents while playing and exercising.

Now we discuss with our classmates the injuries or accidents we had while playing or exercising and what we did then and fill in the table below.

Injuries and accidents that happened	How we dealt with injuries and accidents

## Create resource book

Discussing with classmates, we have made a list of the injuries and accidents that happened in our life while playing the games. We will create a questionnaire based on this list with the teacher's help. Then we will find the answers to the questions, and with that information, we will create a resource book.

Below you will see some information on dealing with accidents through first aid. You will also see there information regarding games and physical exercise-related issues. It will also show some misconceptions about first aid and accurate information on this topic.

This information can help to create a resource book in addition to a questionnaire. Now we just do the work of finding the answers to the questions.

## First Aid

First aid is usually given to any accident or illness before a doctor, trained health worker or an ambulance arrives. The main purpose of first aid is to try to save life or not to increase damage through an accident before getting the services of a medically trained health worker.

The things to consider at the beginning of any first aid treatment are:

- To keep the inhalation process on
- To stop too much bleeding
- To take care of any broken bone

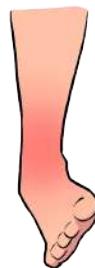
All the accidents that we may face during sports and exercise and what we can do as first aid are briefly mentioned below:

**Cuts:** During sports and physical or other activities, if there is any cut, they can make two types of injuries - deep or light. The injured place should be washed thoroughly with clean water, so there is no dust or other dirt. Care must be taken so that the blood loss is not excessive. The wound should be held with pressure and bandaged with a clean cloth to stop the bleeding.



**Broken bones:** If a part of the body is not in regular shape, and there is severe pain and swelling after a fracture accident, it should be assumed that a bone has been broken. As first aid, a stick can tie both sides of the broken part. If bleeding occurs, action should be taken to stop that and shift the person to a hospital or doctor fast.

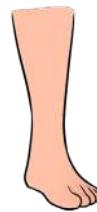
**Sprain:** When the joint of the bone is suddenly sprained or bent during exercise, sports or other activities, the difficulty caused by tightness on the nerve or tearing in that place is called a sprain. It can cause severe pain and swelling. At first, action should be taken so that the sprained part does not move. Crepe bandages can be used if needed. Ice-cold water can be used to reduce pain. Painkillers can be taken if the pain is severe.





**Muscle strain:** This condition can develop if our body muscles are overstretched during sports. Muscle strain or tightness causes severe pain. In this situation, try to stretch the strained muscle. Hot pads or ice may be applied to reduce pain.

**A torn muscle/ligament:** A ligament can be torn when a muscle is stretched suddenly during sports or exercises. At this time, the area may feel very painful and become swollen. In this situation, people have to move less. Ice can be applied for pain. People should break from participating in sports or physical activity until the pain is entirely resolved.



**Burns:** Burns can occur due to forceful body rubbing with something during sports or physical activity. Besides, our bodies can burn even if we come in contact with fire or overheated objects during daily work. Cold water should be poured first on the burnt part of the body for at least ten minutes. If a sore appears anywhere, it cannot be punctured. Then cover the burnt part with a clean thin cloth and take them to a doctor or health worker.

**Bleeding from the nose:** If someone starts bleeding from the nose due to injury or any other reason, we should immediately lie down or sit and keep our head back. Cold water or ice should be given in front of the nose and behind the neck. Even after the bleeding stops, cotton should be kept in the nostrils for a while.



Misconceptions regarding first aid for accidents that we face during sports and exercise and accurate information in that area

Misconceptions and practices	Accurate information
If there is a cut anywhere, we can use cow dung or dirty leaves of durbaghas or any other plant.	Dirty, dusty things should never be applied to the cut area. Instead, we should take steps to stop the bleeding by cleaning the cut area with a clean tube well or tap water.
Massage the affected area immediately.	There should not be any massage in the injured area immediately, as it may worsen the injury.
Resting the painful area after an injury or pain is not needed.	We must rest adequately after injury.
Apply a hot pad immediately after the pain.	Don't apply a hot pad immediately after the pain.
Shifting someone with a head or neck injury to the hospital holding different parts of the body.	Remember that shifting someone with a head or neck injury to a hospital requires trained health workers. Otherwise, the injury to their neck or head may be more severe. However, if there is no trained health worker, the injured person should be taken to the hospital so that the neck does not move.
Tieing the cut area tightly to stop bleeding.	The cut area should not be tied tightly to stop bleeding. The cut area may be kept under pressure or may be raised up.

It is better to melt the sores. It can be bandaged over.	Sores should never be melted and need or bandaged.
Apply butter, oil or broken egg on the burnt area.	Butter, oil or eggs should never be placed on the burnt area. It cannot even be covered with any cloth other than cotton cloth. As a result of these actions, the burnt area is more damaged.
Applying ice to the burn.	Do not apply ice. It will further damage the burn. Cold water can be used from a tubewell or tap.
Putting pain in a painful area makes the pain go away.	Pain cannot be given in painful areas. It increases the amount of injury.
There is no need to warm up or cool down before and after sports.	It is essential to warm up before playing and cool down after playing.
Injuries will end the playing career.	An injury is not the end of a career. Post-injury can be resumed with proper rehabilitation or care.

## Sports plan

We have made a resource book of information on how to prevent and deal with various injuries and accidents. According to the information, we have played a role. Through this, we have learned the skills to practice different techniques of injury and accident prevention and management. From now on, we will practice these techniques according to the situation. Now we take out the ‘My Game’ table we filled in at the beginning of this chapter. I look at the list of games I play. And I think about what kind of indoor and outdoor sports I want to play. I create a sports plan for myself that includes indoor and outdoor sports. Also, I consider what steps to take to protect myself from injuries and accidents while playing these games. Let’s list sports, exercises, breathing exercises, and the

steps to protect me from related injuries and accidents in the two tables below.

List of sports, physical and breathing exercises we want to do		
Indoor	Outdoor	Physical and breathing exercises

Steps I should take to protect myself from related injuries and accidents during this time

The role of sports is vital in building a beautiful and healthy life. A healthy body and a healthy mind are the primary sources of a person's success. Sports and exercise are essential for this. So to stay healthy in body and mind, we will regularly do indoor and outdoor sports and exercise as per our choice. We will play during the sessions as well as during the holidays at home or on local playgrounds.

### My development, my achievement

My guardian and teacher will complete the table below. I will finish it too. Through this, I will get ideas for my improvement. I will inspire myself and find out where there is a chance for improvement.

My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

**Table 1: My participation and the work done in this book**

Session no.		Respectful behaviour to other students during participation	Interest in knowing the technique of injuries and accidents prevention and management related to sports and physical exercises	Quality of work done in this book and practice
Session 1	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 2	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 3-7	Own rating			
	Comment			
Session 8-9	Teacher's rating			
	Comment			
(+ further 21 game sessions all over the year )				

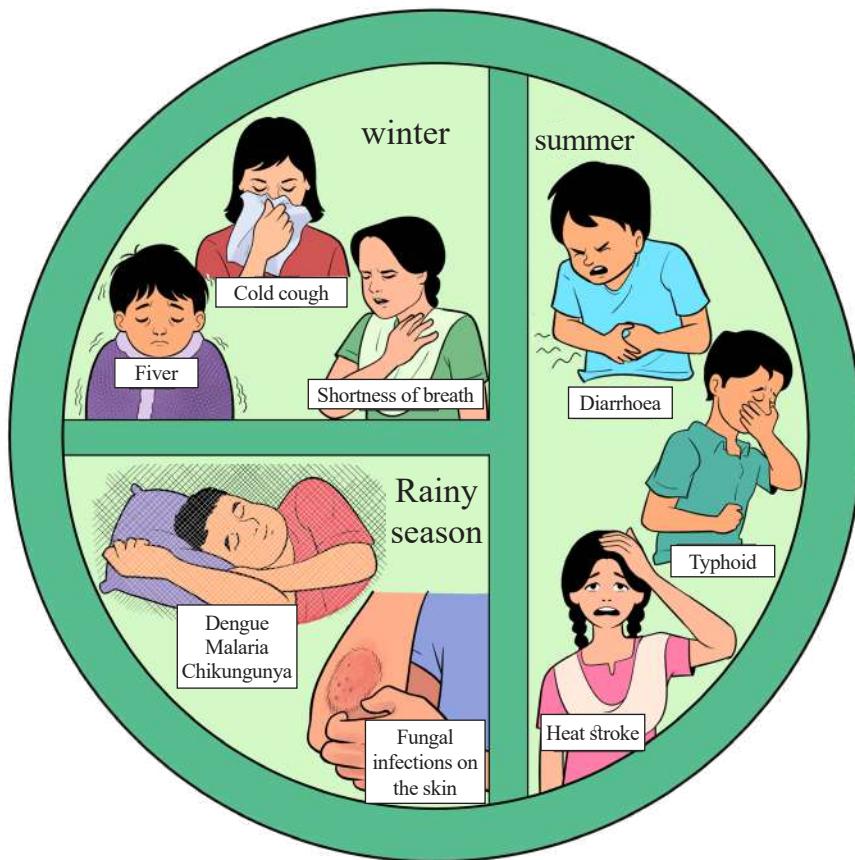
**Table 2: The practice of technique of injuries and accidents prevention and management related to my indoor and outdoor games**

	Accuracy of indoor and outdoor sports planning	Writing strategies used to prevent and struggle from games practice and injuries in the journal	Correct reflection of the rules of the game and concepts related to injury prevention and strategies during play
Own rating			
Comment			
Guardian's rating			
Teacher's rating			
Comment			

## Chapter three

# Managing with disease, finding the ways to stay healthy

People cannot remain disease-free throughout their lives from birth to death. At different times we are affected by different types of diseases. Some of these diseases are caused by seasonal changes or environmental factors. Usually, when the weather



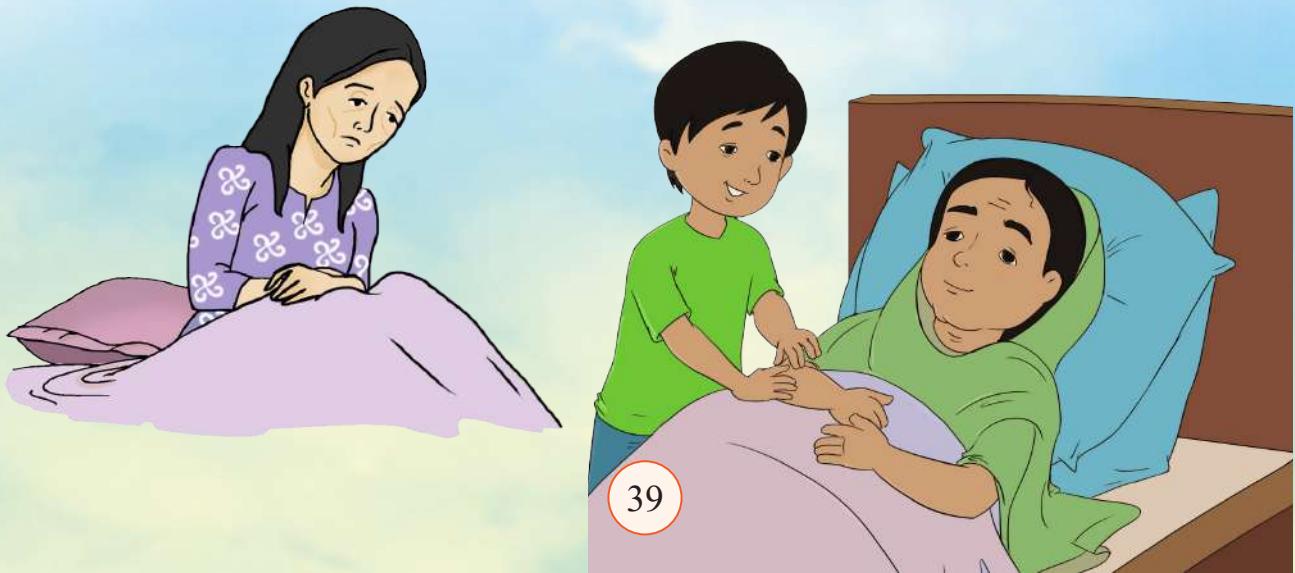
changes, various types of germs in the environment, such as viruses, bacteria, fungi, etc., become stronger, and we are more or less affected by them. Have we ever considered what kind of seasonal diseases we usually suffer from? What are the

physical and mental symptoms seen then? What do we do in our homes to recover from this disease? What are the short-term or long-term effects of all these diseases? We will discuss these in this chapter. So let's begin.

## Diseases are caused by seasonal changes.

Discussing with friends, we have made a list of common diseases that affect us during a season change. Let's compare it with the list below.

Common diseases are caused by seasonal changes in our country		
In winter	In summer	In rainy season
<ul style="list-style-type: none"> <li>● Common viral fever</li> <li>● Cold cough</li> <li>● Shortness of breath</li> </ul>	<ul style="list-style-type: none"> <li>● Diarrhoea</li> <li>● Typhoid</li> <li>● Heat stroke</li> </ul>	<ul style="list-style-type: none"> <li>● Dengue</li> <li>● Malaria</li> <li>● Chikungunya</li> <li>● Fungal infections on the skin</li> </ul>



## Let's hear what our family and neighbours say about these diseases.

Now discuss this list with parents and other family members and neighbours. We will take their opinions on the symptoms of such diseases. We will also know from them what they do to prevent and cure these diseases and mention them in the table below.

Diseases caused by seasonal changes	Common symptoms	Traditional methods to prevent and cure

## Check the information

We gathered information about traditional cures for common seasonal diseases by discussing with family and neighbours. Now come back to the classroom and discuss these conventional methods in depth with the other students as per the teacher's suggestion. Based on the class discussion, we mention our opinion on which methods are correct and which are not in the table below.

Which traditional methods are correct	Which traditional methods are not correct	Why methods are correct or not correct

## Let's go for a role-play.

We have verified the information in the above table. We have gathered information on how to prevent as well as cure this disease. Let's play a fun game. We will all role-play the diseases mentioned above. As a part of our role play, we will stick pieces of paper on our body with information about the disease we are going to role-play. The paper will contain information about the causes, symptoms, cures and prevention methods of the disease. Whenever someone walks in front of us, we introduce ourselves as patients. We talk about how to cure and prevent it. Each of us will play the role of disease. At the end of the game, everyone will have an exact idea about all the diseases.

## Let's verify the correct information.

Let's compare the information we have verified with the following information below to see if it is correct or not.

Common viral fever	
When and why	Outbreaks of viral fever are usually seen during winters or seasonal changes when the temperature rises.
Symptoms	During this time, the body temperature increases and weakness may be felt. Additionally, body aches, headaches, nausea or vomiting may occur.
What to do in case of this disease (cure)	This fever usually gets better within five to seven days. However, you should consult a doctor if the fever does not decrease. In addition, a lot of water or liquid food should be consumed. At this time, you should take enough rest.
What precautions should be taken to avoid disease (Prevention)	We have to be clean to prevent this disease. Keep your distance from infected people. The nose and the mouth should be covered while sneezing and coughing. We can avoid this type of viral fever by staying in an open environment without waiting in a closed place for a long time.

Cough and shortness of breath	
When and why	Usually, in winter or when the nature temperature is low or the amount of dust in the environment increases, many people suffer from cold and shortness of breath. It can be caused by a viral infection or an allergy to cold or dust.
Symptoms	At this time, mild fever and sore throat are seen, along with a cold and cough.
What to do in case of disease (cure)	Most of the time, the cold and cough will get better naturally. However, drinking warm water can provide relief. If the symptoms of cold, cough and shortness of breath are too much, medicine can be taken with the doctor's advice.
What precautions should be taken to avoid disease (Prevention)	If we drink a lot of water at this time, stay away from dust and sand, wear warm clothes, keeping our body warm, they reduce the risk of disease.

Diarrhoea	
When and why	It is a waterborne disease. Generally, the incidence of this disease increases during summer. During summer, we consume a lot of water or fluids. In that case, if the water is unsafe, we may suffer from diarrhoea. Different types of viruses and bacteria mix in the water and make the water unsafe.
Symptoms	One of the symptoms of diarrhoea is loose motion. It is sometimes accompanied by vomiting. It may also go with abdominal pain and fever. We must be careful with diarrhoea, as it can cause loss of life.
What to do in case of this disease (cure)	If you have diarrhoea, you must consume oral saline. Usually, one packet of food saline should be mixed with half a liter or two glasses of water, and one glass of it should be consumed after every time we come from the washroom.
What precautions should be taken to avoid this disease (Prevention)	There is no substitute for personal hygiene to prevent diarrhoea. Use soap to wash your hands before eating, using the bathroom, and returning home from outside. The habit of eating open stale food should be left. We prevent diarrhoea by eating clean food and drinking safe water.

Typhoid	
When and why	Like diarrhoea, typhoid is also a waterborne disease. It also spreads more during summer.
Symptoms	In the case of typhoid, there may be a fever for many days. In addition, vomiting, headache, stomachache, loss of appetite and fatigue may occur.
What to do in case of this disease (cure)	If the fever lasts more than five to seven days, go to the doctor to check for typhoid. As per the doctor's advice, typhoid should be treated.
What precautions should be taken to avoid this disease (Prevention)	The methods of prevention of typhoid and diarrhoea are the same. Therefore, for typhoid prevention, diarrhoea prevention measures should be followed.

Heatstroke	
When and why	We often hear a lot about heatstroke nowadays. It is a condition where the body temperature rises much higher than normal. Usually, during summer, working in high temperatures for long periods or staying in the sun can cause the body temperature to rise above normal. It can be very dangerous if necessary actions are not taken in time.
Symptoms	Prolonged contact with high temperatures in sunlight can cause heatstroke. If a person's body temperature rises to 40 degrees Celsius or above, restlessness, unclear speech, loss of recognition and even fainting may happen. Nausea or vomiting, fast breathing, increased heart rate and headache may also happen.

What to do in case of the disease (cure)	Heatstroke usually requires emergency treatment. If not, various organs, including the brain, heart, and kidney may be damaged. A person suffering from heatstroke should be moved from a warm place to a cool, shaded place as quickly as possible. After that, the person's clothes should be loose, and the excess clothes should be removed. The legs can be kept slightly high. A person can be sponged with cold water and fanning, or hand fanning is needed. A towel or any cloth soaked in cold water can be placed under the neck, between the armpits or in the groin. A <i>katha</i> or blanket soaked in cold water can be used to cover a person if possible. A small amount of cold water can be given to the patient to drink. After first aid, he should be taken to a hospital or doctor as soon as possible.
What precautions should be taken to avoid the disease (Prevention)	We should avoid working in the sun for long periods to prevent heatstroke. Umbrellas can be used in summer. Drink plenty of safe water. While working in the open field or outdoors, rest in a cool shaded place after a while.

Dengue, malaria and chikungunya	
When and why	All three diseases are mosquito-borne. Usually, the frequency of the disease is more widespread during the rainy season.
Symptoms	In most cases, fever, body pain and headache are often caused by these diseases.
What to do in case of the disease (cure)	We should go to a doctor quickly and seek treatment for any of these diseases. They can lead to dangerous situations without diagnosis and treatment at the proper time.
What precautions should be taken to avoid the disease (Prevention)	During the rainy season, the area of the house should be kept clean so that the rainwater does not stay anywhere for more than three days. Every sleeping time- day or night, mosquito net should be used. Wearing clothes covering the whole body of children is also one of the ways to prevent such diseases.

## My plans and practices for seasonal disease prevention

We have known about the diseases. Now it's time to plan our own. Below, we will list things we will do regularly to prevent common seasonal diseases.

My plan for preventing common seasonal diseases
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

## My practice in disease prevention

I'll identify two people from my family or neighbours whom I will encourage to do these things. I will do these things myself throughout the year and encourage them to do the same. I will write down my experience at the end of the year.

My experience of my practice	My experience of encouraging two people from my family

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. I will inspire myself and find out where there is a chance for improvement. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

**Table 1: My participation and the work done in this book**

Session no.		Behaving respectfully with other students at the time of participation	Carefulness and importance towards relations with other students During participation	Quality of work done in this book
Session 1	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 2	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 3-5	Own rating			
	Comment			
Sessions 6-7	Teacher's rating			
	Comment			

**Table 2: My practice in disease prevention**

	Accuracy of plan related to disease prevention	Writing in the journal about my practice and experience in disease prevention	Writing in the journal about my experience of encouraging people properly
Own rating			
Comment			
Teacher's rating			
Comment			

## Chapter Four

# Adolescent pleasure trip

Our adolescence is a crucial time. How many experiences do we go through this time! Some experiences are quite enjoyable, and some are quite challenging. Living a joyful life is essential to maximizing the experience of joy. It is also necessary to acquire skills to face challenges. Because the first one strengthens our minds, and the second one makes us competent. Whenever a challenge arises, we think about how to deal with it. As a result, our thinking power,



problem-solving skills and creativity increase. We all have different challenges in life. As challenges come in our lives, we gradually grow up; As self-confident people, we can contribute to ourselves and society.

Now that we are in adolescence, we will explore the positive aspects and challenges of adolescence. In this chapter, we will learn to manage this challenge step by step. First, we will separate the positive experiences and challenges we

have experienced. We will create a wall magazine called ‘Keshorer Anando’ with the positive experience of all of us. Finally, knowing the challenge management techniques, we will be aware of them and take awareness steps.

During adolescence, we learn how to care for our physical and mental health. Now, we will write about our regular practices to care for our physical and mental health in the table titled ‘My Care My Work’.

‘My care, my work.’

## My adolescent experience

We grow up slowly, from childhood to adolescence. We are going through different experiences. Some of them make us happy and feel worthy. For example, someone can now organize books and clothes as they desire, care for themselves, help younger siblings to do something, and express desires. Sometimes we can express our opinions before everyone. Now, we get some responsibilities we were never considered suitable for. Again we face

## Adolescent pleasure trip

challenges in some cases. For example-earlier, we could play with everyone. Now sometimes adults forbid and stop us. This may happen to some of us, if not to everyone. It wasn't like that when I was younger. During adolescence, we experience many such changes.

My adolescence experience	
Pleasant experience	
Challenging experience	

We have filled out the table 'My adolescent experience' based on our own experiences and shared it in the group. We have found similarities and dissimilarities in some areas. Now we will read two stories and find similarities in our own lives.

### Story 1

Sajib is in class seven. His body has grown quite a lot. He looks like an adult. But there is no sign of his beard and moustache line though his classmates have. Some are even going to salons. Sajib is very upset about it. He's more upset about his friends making fun of him regarding this issue. Friends think he is still a child. They say, 'You are a big child. Your hands and feet have grown, but you are not grown yet.' Sajib feels like he would reduce going to school. Sajib ponders why he is like this. Is he different? Sajib doesn't like it.

### Story 2

Both Antara and Fahim are seventh graders. They live in the same village, but they attend two different schools. Both of them stand first in their classes. They are very intelligent, modest and humble. Everyone loves and cares for them very much. They see each other on their way to school daily and sometimes talk. Thus a friendship has developed between them.

One day a relative of Antara saw them while talking. He informed Antara's father about it. As a result, her parents get angry with Antara. They scolded, beat and even stopped Antara from going to school. They said they would make Antara marry. It's ironic that even Antara was sometimes exposed to the abusive behaviour of the abovementioned relatives but could not tell her parents because of fear.

Meanwhile, Fahim's father was also informed about the matter. His parents did not listen to him and scolded and beat him one-sidedly. He felt helpless. He remembers a cousin who, on a similar occasion, became emotional and started associating with dishonest friends; involved in various harmful activities. At one point, he became addicted to smoking. He still does not have a good relationship with his parents. Fahim began to think about the next steps.

Do we find any similarities between the stories? Do we have such a story in our lives? Let's think for a moment, what are the reasons for the difficulties that Sajib, Antara and Fahim are in. Why do people around us believe in his way? Discuss further with classmates what other risks or challenges we face at this age. Then fill out the table below.

## “My risks and challenges”

Physical risks and challenges	
Mental risks and challenges	
Social risks and challenges	

We have listed common risks and challenges that we face during our adolescence. These challenges disrupt our physical, mental and social development in various ways. Let's review these challenges at a glance.

### Risks and challenges we commonly face during adolescence

Adolescents face a variety of challenges over this period. These are not the same for everyone; they can differ from one person to another.

- Fear, confusion, and uncertainty work due to the lack of proper information about changes during adolescence.
- Some are uncomfortable with physical changes. During puberty, boys' voices change, beards and moustaches grow, and girls develop breasts. Someone finds it difficult to accept these changes quickly. Some are confused that these changes are not happening as expected generally.
- Some may suddenly gain a lot of height or weight. Some people's physical changes are delayed, or their changes are not like others. Classmates often joke or make fun of these. It often causes stress to adolescents.
- Uncertainty and shame operate due to ignorance of the healthy management of ejaculations in boys and menstruation in girls. Regular interactions with everyone hampers; a tendency to self-wrap up works. Parents are often angry and scold boys and girls for not having everyday interactions.
- Hormonal effects cause sudden changes in emotions. Again not understanding the reasons behind these changes and the inability to share the discomfort leads to stress. It often affects how you interact with others. During this time, boys and girls naturally feel attracted to each other. As a result, a behaviour change is evident among some boys and girls.
- Many times, teenagers are unable to express their difficulties or needs. Even adults sometimes don't understand or don't care about them. This situation often creates a distance between adolescents and adults.
- Many people become anxious and depressed when the pressure of studies is higher than before, and they are worried about other things simultaneously.

- Willingness to take responsibility and risks like adults, move independently and spend time in own way drives. This attitude sometimes leads to misunderstandings with family members, friends or relatives. Again, when they want to get a little more love and attention from their elders, some get annoyed.
- Some families differentiate between boys and girls regarding food, education and other facilities. There is a lack of attention to the needs of girls in particular. Girls are affected by it. Sometimes they suffer from malnutrition and can't complete their studies.
- Some families think about early marriage, while some others marry off the girls too early. It creates physical, mental and social problems in a girl.
- Some have self-beat, self-harm and even suicidal tendencies due to stress, anger or depression.
- In some families, children have to grow up in an unfriendly environment. Some are exposed to scolding and physical punishment by adults. Sometimes at home by family members, friends or classmates in educational institutions, and sometimes while walking the way, they are constantly subjected to sexual harassment. Common types of harassment and bullying are:
  - ⇒ Physical Punishment and Torture: Hitting, slapping etc.
  - ⇒ Mental punishment and abuse: Bullying, belittling or insulting, comparing, abusing, threatening, blaming, forcing to do something.
  - ⇒ Sexual harassment and provocation: Unwanted physical touch, using filthy words/gestures, teasing, expressing ugly behaviour, showing vulgar pictures, touching one's private organs or forcing someone to touch them, mocking someone using sexually suggestive language, making sexual contact or forcing to do that creating fear, taking pictures or making videos forcefully etc.
  - ⇒ Technical harassment and torture: Harassment by talking or sending unexpected and indecent messages/images/information on someone's phone or e-mail, spreading rumours or damaging someone's private information, posting pictures or videos of intimate moments on the internet while pretending to be in love.

- ⇒ Labour exploitation Forcing adolescents to do manual labour and unwanted work with the trap of money.
- ⇒ Peer pressure: Sometimes peers, classmates, and higher class students create pressures to smoke, take drugs, participate in various games, tease others and even participate in disorderly behaviour.

It is essential to protect yourself from these negative influences. But before that, let's be aware of common misconceptions. Because these misconceptions also create many challenges.

## Misconceptions

In adolescence, we grow up with various misconceptions. Several misconceptions about menstruation and ejaculation have already been discussed. There are also some other misconceptions. For example:

Misconception	Accurate conception
Frequent shaves in the salon help grow the beard on the face.	Each person's growth of hair or beard is unique. It has nothing to do with frequent shaves in any salon.
Pain in the lower abdomen during menstruation can cause difficulty in conceiving children in the future.	Lower abdominal pain during menstruation is normal. Additional pain requires treatment.
If you ejaculate too much, acne will appear on your face.	Adolescence usually causes acne, so the skin should be kept clean.
Weak-minded people feel stress.	Anyone can feel stress. By learning and using stress reduction techniques, we can live well.

So now, let's find strategies to deal with the challenges we have identified. First, we choose six crucial challenges for us. We write the steps we are taking to deal with these challenges in the 'What I am doing now to deal with my challenges' table. Whether they play a positive or negative role, write in the next column. We will then identify those playing a positive role in dealing with our challenges. We will find out what new steps we can take instead of negative steps.

## Some common strategies for dealing with challenges are:

- Care and attention to body and mind by knowing the correct information about adolescent changes.
- Preparing to accept an adolescent's physical, mental and social changes with awareness. If stressed, we could share problems with someone reliable and trustworthy or ask for help.
- Share our needs, risks or challenges without shame or fear with family, school teachers or someone we trust. In this work, even if there is a misunderstanding with parents or family members about something, share it with the school teacher or someone reliable and trustworthy.
- Someone who can help if we have problems adjusting to studies and other situations, we can work on developing collaborative problem-solving and adaptive skills.
- In the event of physical, mental or sexual abuse or risk, without fear or shame, seek the help of someone trusted and reliable. If necessary, take help from service providers with trusted people's assistance.
- Be careful using technology, and don't share personal information and photos. The chapter on 'Cyber Goyendagiri' in Digital Technology will help to know more about this.
- Suppose you are depressed or angry or have thoughts of self-harming, harming others or having suicidal thoughts. In that case, you should seek advice from mental health professionals with the help of someone you trust. Chapter Eighth would help you know how to take support from the support agencies in these regards.

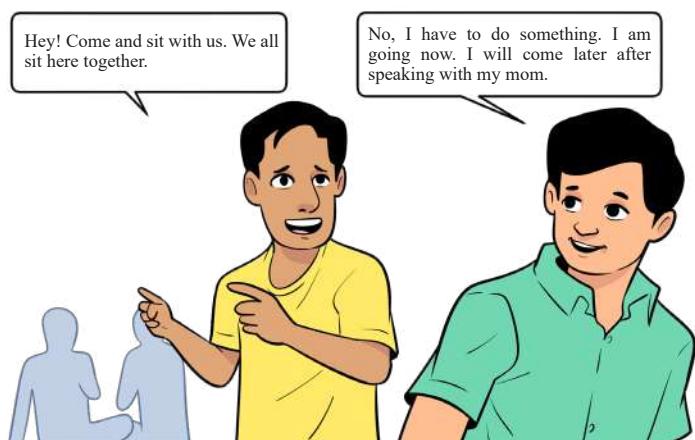


## What I am doing now to deal with my challenges

Challenge	My steps	What positive or negative impacts are created as a result of my steps

We have identified our positive steps to address the challenges. We have also got an idea about the positive efforts of our classmates in the class. Now we will develop strategies to protect ourselves from the harmful effects of our negative actions. We will use the help of the Wellbeing textbook (Grade six) and other information

sources to figure out these strategies. For this, we will borrow the Wellbeing textbook from grade six students. We will use it carefully and return the book at the end of the work with thanks and appreciation for his help.



## Plans and practices to deal with the negative impacts of challenges

We have identified positive steps to address the challenges. We have learned some more strategies for managing challenges from different sources. Now we will note down what newly discovered strategies individually we will apply to keep ourselves free from the negative effects of challenges. We will use the table below, ‘Staying Safe: Strategies for dealing with the negative effects of challenges’.

Staying Safe: Strategies to deal with the negative impacts of challenges


I have written the strategies. They are my challenge reduction plan from now on. I'll work on this plan throughout the year. I will record activities in the personal diary according to the teacher's instructions. I will also help my classmates deal with adolescent challenges and write them in the diary.

We will prepare a report on the work and show it to the teacher after a certain period. Besides, the teacher will discuss this topic with us in class from time to time. This practice and exchange will continue throughout the year.

We will record my practice in a diary, and I'll write my reflection, keeping the following questions in mind.

- What did I do in the last month for my self-care according to the new plan?
- How did I feel about doing them?
- Did I face any problems? If so, how did I deal with them?
- Did I need any help from teachers or family? What are they?

## Some of the significant social problems of adolescence in our society

We have thought out the strategies to face the challenge. We will use them as needed. Now we will discuss a little more about such challenges, which negatively impact our society.

Now we all read the following story together.

### Story 1

Tuhin is a class seven student, and he is very easygoing. Senior or junior, everyone in the village loves him for his talent and ready wit. He is regular at school and obeys his teachers. However, Tuhin's mother has noticed changes in him for some days. She sees that Tuhin stays awake all night and sleeps all day. He does not want to go to school but prefers to spend time with his elders. He is always in an irritable mood. Tuhin maltreats everyone. Instead of playing sports on the field, he sits and relaxes. He can't focus on his studies like before.

Do you know what the reason is for this change in Tuhin? Yes, you have got it right. Tuhin has been addicted to drugs.

## Adolescent pleasure trip

Now think, how do we deal with these two situations below? Write in the table below.

Some of my peers are pressuring me to take drugs. What can I do to prevent myself from this?	What can I do to stop a close friend from taking drugs?

## Child marriage



What do we see in the picture above? Yes, these are pictures of child marriage. Marrying at an immature age is called child marriage. In our country, many children get married at a young age. There is a tendency among some parents to marry off their children at a very young age. Marriage of a boy below 21 years of age and a girl below 18 years of age is legally prohibited as per the marriage registration act in Bangladesh. Now let's think about the damage that can result from child marriage. The teacher will give instructions in this regard.



## Adolescent pleasure trip

From our experience and other sources, we have found out what kind of problems or damages child marriage can cause in some cases. Now we discuss with our classmates and write the table below.

Physical	Mental	Social

Adolescents need to take necessary measures to protect themselves physically and mentally from the harm of child marriage. Let's say one of our friend's child marriage is fixed. How to prevent this child marriage? Your teacher will give you some instructions. Accordingly, think of the ways to stop this marriage and write your responses in the table below. The teacher will give some task instructions.

#### How to prevent child marriage of a friend

Bangladesh has a law called the 'Child Marriage Prevention Act 2017' to prevent child marriage.

According to this law, the minimum age for marriage is 18 for women and 21 for men. Marriage of any girl or boy before this age is a punishable offence by law. If we see or hear about child marriage in the area, we can contact the Chairman or a member of the Union Parishad, Municipal or City Corporation Mayor or Commissioner, Upazila Primary Education Officer, Upazila Secondary Officer, Police Officer-in-Charge, Upazila Women and Child Affairs Officer, Upazila Social Service Officer, Executive Magistrate to let them know the matter. They would take necessary actions to stop those child marriages.

#### Celebrating the joys of adolescence

Just as there are joys in adolescence, there are also challenges. We have all identified these challenges and decided to take positive action. If we face any new challenge, we will try to deal with it using our experience. If necessary, I will take the help of someone reliable and trustworthy. We can also seek assistance from various service organizations for multiple needs. From sixth

grade, we got the idea about service organization. This way, we will remember and develop our positive experiences and steps. We will help each other and ask for help when needed. This is how we will manage challenges with responsibility.

Now we all will celebrate this joy together. We will create a wall magazine called '*Kishore Anando*' with the positive experiences of all of us.

### Social awareness for beautiful adolescence

Let's do one more thing to make the joy more complete. We have already learned about the difficulties or challenges of adolescence that most teenagers face. Not everyone gets it right;

as a result, many problems arise. For that, we have some responsibilities. Let's make different awareness posters and leaflets with friends through classroom discussion as per the teacher's instructions. Draw or write what our leaflet/poster will look like in the table below.

Later we will write on a big poster and make a rally in our area with my friends as instructed by the teacher.

### My leaflets and posters on social awareness

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. It will inspire me and help me find out areas to improve. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

**Table 1: My participation and the work done in this book**

Session no.		Behaving respectfully with other students at the time of participation in class work	Carefulness and importance towards relations with other students during participation	Quality of work and practice done in this book
Session 1-2	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Sessions 3-4	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 5-7	Own rating			
	Comment			
Session 8-10	Teacher's rating			
	Comment			

**Table 2: My practice in dealing with the challenges of adolescence**

	Accuracy of plan related to the challenges of adolescence	Writing in the journal about the practice of dealing with the challenges of adolescence	My support/role during my classmate's efforts to deal with the challenges of adolescence
Own rating			
Comment			
Teacher's rating			
Comment			

## Chapter Five

# Grow up in Mind and Spirit

Are we familiar with the term ‘manager’? Do we remember where we came across the word? Yes, in various companies or organisations, the person who looks after or manages activities is a manager. In Bangla, he is called Babosthapok. He sees the pros and cons of his organisation. A manager identifies what strengths the organisation has and how to improve the organisation using those strengths. He decides how to ensure a happy working atmosphere for the employees in his company. If anyone has a problem, he tries to find a way to solve it; if necessary, he takes the help of someone skilled. He moves his organisation forward efficiently, considering everything in his everything.

In this chapter, each of us will become an efficient manager. However, a question arises- what will we manage being minors? We will learn to manage our feelings, thoughts and behaviour in this chapter. We will learn to be kind to others while caring for ourselves. Like a manager in an organisation, we will gain the skills to make positive decisions by understanding our feelings, thoughts and behaviours. We will develop positive thinking and behaviour for the well-being of ourselves and others. By doing this, we will mostly be able to take the responsibility of being good to everyone; thus, we will become managers of our feelings and thoughts, which will broaden our minds and spirit.



## Let us play team games

We will play a game in teams at the beginning of being a manager. The teacher will explain to us well how to play the game.

We played the game as a team with breathtaking tension for a long time. Let's remember the feelings we had while playing the game from the beginning to the end and write in the following grid what we were thinking and what we wanted to do with each feeling.

Feeling	Thoughts	What we wanted to do then.

Now, based on the table, let's compare our feelings, thoughts and what we wanted to do with our classmates and discuss them.

It's evident after speaking with my classmates that we experienced different emotions in different situations while participating in a single game. Under some circumstances, our feelings or thoughts coincided; sometimes, they differed. Again, sometimes, we find a match of feeling but not a match of thought and vice versa.

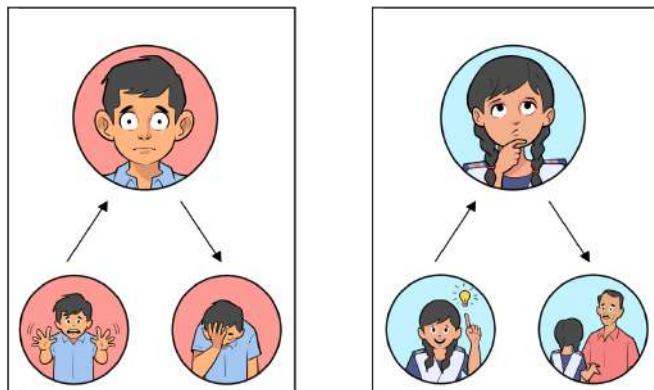
## The relationship between feelings, thoughts and behaviour

The way we think or feel about something affects our feelings. Again feelings influence our behaviour. Most of the time, its results depend on our behaviour. Thus our thoughts and feelings shape our behaviour and choices and ultimately affect the results.

Does the statement seem a little absurd? Let's try to understand it with a story.

Rita and Biplab are tasked with arranging a stage for their school's cultural program. They and some other classmates planned to discuss it with their teacher, Rabeya Apa. They made colourful flowers, cutting some paper. The program will take place the next day. The two of them have kept everything to Rabeya Apa after making everything. They have decided that tomorrow after tiffin they would arrange the stage so that the ceremony takes place on the stage arranged by them the day after tomorrow. The next morning, when he came to school in the morning, Biplab heard from a friend that Rabeya had gone to the city as one of her close relatives was ill. Today she is on leave and won't come to school. Biplab became very worried. He ran to Rita and sat down with his hands on his head. He said, "We are in great trouble, and I'm extremely afraid. If we can't decorate the stage, we will be rebuked by the Head Teacher. Rita said, "Hmm, it's a problem indeed. Wait. Let me think about it. I will figure out a solution. Let's talk to Narayan sir about the problem." When the two of them talked to him, he managed to get the cuttings and the flowers for them. Biplab and Rita decorated the stage using them. Their teachers were impressed with their work and thanked them for their beautiful work. They also thanked Narayan Sir for helping them.

Let's try to understand the feelings, thoughts and behaviour of Rita and Biplab From the above incident.



The incident above shows that Biplab and Rita thought differently, so they felt differently and behaved differently.

## My feelings, thoughts and behavior

We understand the relationship between thoughts, feelings and behaviour from the story of Rita and Biplab above. Now, we will share a scary incident with a friend and fill in the table below.

My feelings and my expression: Table 1

What happened to <b>scare</b> my friend	What I thought then	What I did then

Thus, we can figure out what we think about an event and its interrelationship with our feelings and behaviour. Similarly, we will remember an incident of sadness, anger and joy at home and fill in the following tables with our thoughts and behaviour because of that.

My feelings and my expression: Table 2

What <b>sad</b> events happened at home	What I thought then	What I did then

### My feelings and my expression: Table 3

What incident of anger happened at home	What I thought then	What I did then

### My feelings and my expression: Table 4

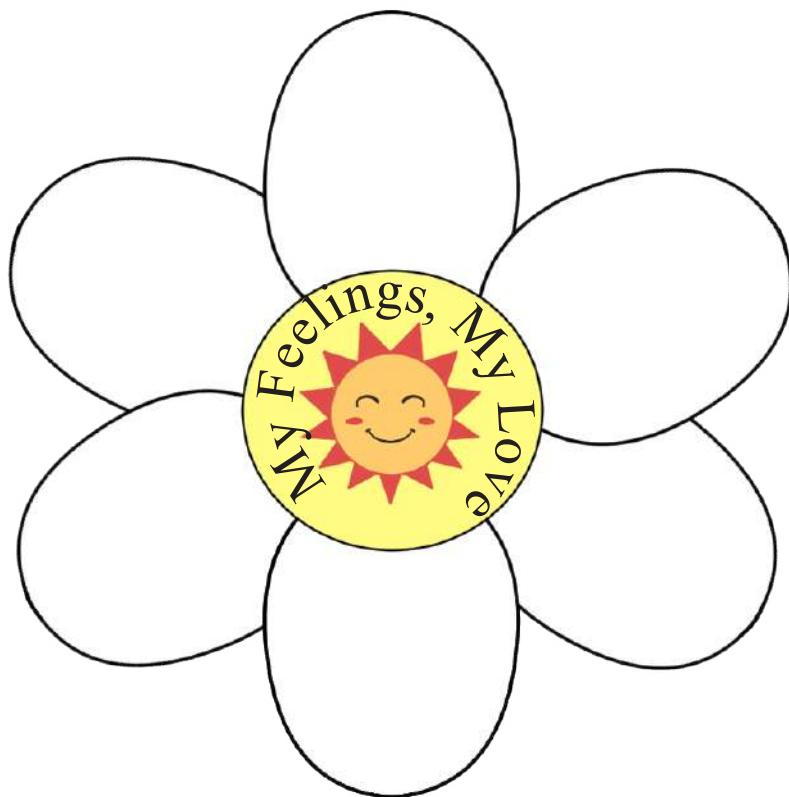
What incident of happiness happened to you at home	What I thought then	What I did then

Our thoughts affect our feelings, but most of the time, the feelings come first. To understand the cause of a feeling we need to understand our own thoughts that are at work in creating that feeling. If we can do this, we will be able to do the leading work on the way to becoming efficient managers. Only then we will be able to choose positive behaviours for ourselves consciously. At the same time, it helps us decide whether our behaviour is harmful to others or to the environment. We can also decide whether to show that behaviour or not.

To do this job of a ‘manager’ efficiently, we should take care of our feelings. As a result, we are aware of thinking realistically and effectively. It helps us gain the power to change our thoughts. We can find out thoughts that help us and the opposite. Thus, we can choose the right behaviour.

### Taking care of my feelings

Earlier we could learn ways to care for our feelings and mind. Let’s write the practices we do regularly among them on the flower ‘My Feelings and My Love’ petals.



## My feelings are my strength

I've written what I do to care for my feelings about flower petals. I've also discussed them with my classmates. I have also heard what they do. We have also discussed how we are benefitted from it.

Now we will see the benefits of taking care of these feelings. Let's use the table 'My Feelings, My strength' to note how taking care of my emotions helps me. For example, I take my feelings easy, feel them, and do not blame myself. I find peace in it, and I don't consider myself inferior. Let's note down these types of benefits in the table below.

### My feelings are my strength


## My desire

Behind every unexpected feeling we have is a desire. When this desire is fulfilled, we find peace and feel good. For example: when we are frightened, perhaps we want someone to be by our side, to give us courage. When we are

angry, we want someone to ask the reason for our anger, listen to us carefully, and give importance to us and our feelings. Again, during our miseries, we desire closeness, love and affection. This desire may vary.

Now let's take some time for me and think about what my heart desires during our fear, anger, sorrows and joy. Let's discuss them with our classmates.

First, we discussed our issues with our classmates about our desires and presented them. Then we had a discussion with our teacher regarding everyone's desires.

Things we usually would like to feel within ourselves are:

- others would love me;
- I am essential;
- I am honoured;
- I am confident;
- I can do good for myself and others;
- I am brave;
- I can decide;
- I am eligible;
- I am acceptable despite making mistakes;
- I love myself.

We are happy when these desires are fulfilled. It improves our confidence. However, it's not that our confidence increases when others acknowledge them in words or through their behaviour. Our confidence improves when we think in this way about ourselves. When we say these words to ourselves with confidence, our brain accepts them and acts accordingly. Now we will try to understand the issue through experience. So, we will take part in some activities.

To begin with, let's write down the qualities and characteristics we would love to see and hear in ourselves in the balloon below. Let's choose the three most important ones for me in doing today's work. Later we can add more balloons and write our desires on them. The more we understand our own desires, the more we will be able to work towards our own satisfaction.

## My desired qualities and characteristics



## Effective expression of my feelings

In the beginning, I said and felt my desired qualities and characteristics. Then some of my classmates utter my desires for me. We all hear them and feel them. Thus consciously receiving and experiencing positive announcements creates satisfaction in our minds. It strengthens qualities and positive attributes. It also works to increase our inspiration. These qualities and favourable characteristics

are strengthened due to a psychological process. They also help increase motivation in achieving desired qualities and characteristics.

We completed a table: My Expression of My Feelings 1-4 in the book. Now let's go back to those tables to see what we had written there to fill in the following Chart (Chart 5), 'My Feelings My Expression', first using the information there. Then let's add if we have any additional feelings to the table below.

### My Feelings and My Expression: Table 5

My feelings	The way I express
Fear	
Sadness	
Anger	
Joy	

We've realised our own feelings and ways of expressing them. Now, let's interview three people at homes or schools and try to find out what behaviour they show to express their feelings.

Interviewee	Joy	Sorrow	Anger	Fear

We've noted down the types of expressions we ourselves and the interviewees use. Now we understand what behaviour or expression is effective for us. That is to say; we know which behaviour is not harmful to us or others and helps us express our feelings and desires. Now, using this idea, let's write down what behaviour I want to show by avoiding my negative expression.

Ineffective/harmful expressions of my feelings	The way I will express myself from today

### Asking for help is an important skill

Sometimes I want to change a behaviour, but I can't do it alone. I don't understand exactly why it happens. In that case, we can seek help from someone trustworthy and reliable. Some may view asking for help as a weakness. Again, some are afraid that others will not help them if they seek help. They are also scared of being undermined or criticised. In fact, it is brave to ask for help with your needs and problems from a trusted and reliable person. Not everyone can ask for help, feeling embarrassed. Asking for help when needed is an important skill. We can develop this skill if we like. If required, we can also take services from trained and skilled professionals.

During the last few sessions, we could understand how our thoughts and feelings affect our behaviour. By taking care of our feelings, we have found the expressions not helpful for us and we have also decided to replace them with positive behaviours. Now, we will use these experiences to practise empathy. By doing this, we will become more efficient managers.

### My compassionate behaviour: Guiding my partner

Closing our eyes, we could cross a distance with a partner's help and did the same for our partner. Then we shared our experience with the class. We also shared the experience of walking with our partners. We made an idea of their situation through our own experience. We asked if they needed any help. We also asked for their help with our needs. With our own experience, we have completed the program of 'showing the way to a partner. Let's write down in the table below the empathy we showed in this activity. Let's also note down more examples of empathy if we have shown them.

My empathy

We have listed examples of empathy in our behaviour and discussed them. Using this experience, let's work on the following three events.

### Incident: 1

Purayeta Chakma was drawing a picture at night. There will be an exhibition at her school. The picture has to be submitted tomorrow, so that she will finish the picture by today. She informed her parents that she would be late today, so they should go to bed. Quite after a while, she was a bit scared. The dog was barking outside the house. Surrounded by forests, their home was near the hill. She called her mother once, but she seemed to be asleep and didn't hear.

### Incident: 2

Poroma is very good at sports. This year, she finished first in the running competition at the upozila level and got the opportunity to play in the district. Her parents want her to play in the district. However, she has no relatives in the district town with whom she may stay and participate in the game. Her parents can't arrange a hotel stay for her to join the event. She is worried a lot about whether she will be able to go to play! She talked to the teacher at the school, and he made an arrangement. Paroma also stood first at the district level.

### Incident: 3

The Boishakhi fair will be organised in the school. The responsibilities of organising the fair have been distributed among class VI to class X. Everyone is preparing happily and enthusiastically. Shompa arrived a little earlier today for the preparatory work. Seeing her enthusiasm, some children are laughing. They are not doing any work themselves but are mocking by saying different things. From a distance, Sajal considers the matter and goes to Abir and Namita to share the matter. Abir and Namita are in class 9. The two of them come and speak to the students laughing and mocking Shampa. Saying sorry, they go to their respective classes.

We have acted out three incidents. We have shared our feelings with our teacher. Now let's complete the table below together with our classmates.

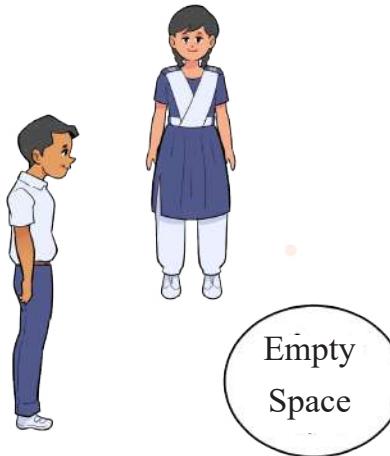
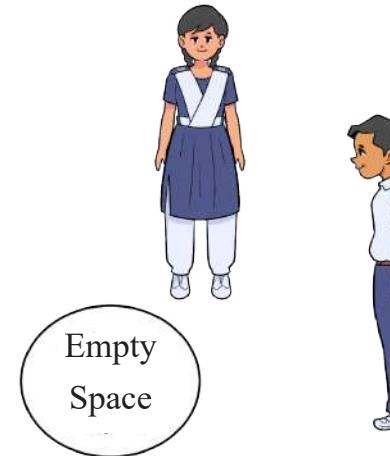
	Feeling	Reason/s why I think she felt it	If possible, how I would have stayed by her side in this situation
Purayeta Chakma			
Poroma			
Shompa			

When we are aware, we understand our feelings, situations, and others. Awareness is vital here.

### My realisation about being compassionate

Have you noticed our gradual development as efficient managers? Now we will use this skill to dig a little deeper. We will recall an experience of anger or

suffering with any of our friends/classmates, which still disturb us. How about if we can talk to him and hear from him without going to him?

1st Time	2nd time
	
I am visualising him before me. I'm sharing my feelings with him and asking him questions.	Now I am answering by playing his role.

In this way, we can understand his situation, attitude and reason for his behaviour. Let's fill in the table below when the role-play activity is over.

My realisation while speaking in the role play as a friend/classmate	My decision, from my perception

We got to know our friends' feelings, situations and thoughts. Now let's recall

such an incident with someone in the family. Using this experience, let me talk to him in the same way at home. We can do it with parents, sibling/s or anyone else we have anger or pain towards.

Name and relationship with me	My perception while taking in his/her role	My decision from the perception

In this way, if we have any unexpected feelings about someone, we can understand his situation and mentality. It helps us understand the reasons behind the behaviour of others. If necessary, we can tell how I feel about his behaviour and if I have any problems with that. Due to our inability to care for and manage our feelings, adults sometimes behave unexpectedly toward us. Once we understand that, we can talk to the person. This solves our problem in many cases. In this way, we can take responsibility for solving our problems to a great extent. So, aren't we becoming managers?

## Our Resource Bank

Now, we will create a resource bank together.



## Resource Bank

We all created the resource bank together. It is our responsibility to maintain it from today. We will add resources to this bank. Again, I will use the help from here when I need it. As we did not enclose this bank on any wall, our resources will stay in nature. We can use them anytime, anywhere. In this way, we will all remain good together by giving and sharing resources.

## My Sympathy for Nature

In class six, we could learn about the need for empathy towards nature, animals and plants. Now we will choose any one of them and take care of it. We can take care of domestic animals like cats, dogs, cows, goats, sheep, ducks, and chickens or feed and protect them from anything harmful. Or, we can choose any place in the house and plant fruits, flowers or trees according to our choice. We can grow them in tubs or any abandoned container if there is no space in the house. So, let's choose the one we like and make a plan to care for and look after it. We can also take the help of parents or siblings if needed in the plan.

Who did I take care (Short description with photo)	What will I do to take care of and nurture

We learned the process of becoming managers ourselves. A manager does not work only for himself or only for those who seek cooperation. Instead, he keeps a watchful eye so that no one around him does anything harmful consciously. Now, we will find out what problems can be caused by the lack of empathy in and around our school.

### The problem of our school due to the lack of empathy

We had a group discussion on the problems that may arise in our school and surroundings due to the lack of empathy. Later, under the guidance of a teacher, we had a presentation on that. Then we collected opinions from the teacher and a student as well. Discussing with classmates and considering the teacher's views, we identified two problems that we thought were the most important for our school. We also discussed what to do to solve them. Now let's fill in the table "Our problems and my job to solve it".

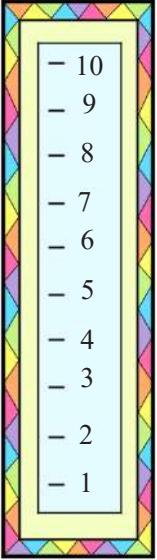
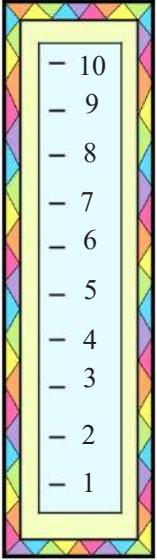
### Our problems and our teamwork to solve them

Problems due to lack of empathy in our school	Our teamwork to solve the problem

## My empathy

We could guide our partner in the paths of empathy and explore our own experiences, feelings and thoughts while guiding. We could find out our empathy. Then, we tried to understand his situation by putting ourselves in the other's position and looking for answers to our own questions. We also learned how to empathise with each other by creating a resource bank. Finally, we took a group decision to resolve the school's problems due to lack of empathy. Considering all these, let's see if the total value of my empathy scale is 10, then at what number I am now. At the end of this year, what number I want to reach and what I will do for it.

I mark my empathy scale according to my thoughts and considerations and fill in the chart with the activities.

Now where I am	Where I want to go	Which compassionate behaviours I want to do
 <ul style="list-style-type: none"> <li>- 10</li> <li>- 9</li> <li>- 8</li> <li>- 7</li> <li>- 6</li> <li>- 5</li> <li>- 4</li> <li>- 3</li> <li>- 2</li> <li>- 1</li> </ul>	 <ul style="list-style-type: none"> <li>- 10</li> <li>- 9</li> <li>- 8</li> <li>- 7</li> <li>- 6</li> <li>- 5</li> <li>- 4</li> <li>- 3</li> <li>- 2</li> <li>- 1</li> </ul>	

We have discovered ways to become effective managers from our age and position. Now it's time to use our methods and develop our skills to become efficient managers. We will keep faith in ourselves and recognise ourselves. "I am an efficient manager. I can take care of my feelings. I can change my negative thinking to positive thinking. I can behave sympathetically. I can make positive decisions. And in this way, I grow up in mind and spirit."

## Practising self-care and compassionate behaviour

Through the tasks of this chapter, we have learned about the care of one's own feelings and the positive and practical expression of feelings. I also learned about the influence of one's thoughts and feelings on empathy/compassionate behaviour. Now it's time to practice. I will work on this plan throughout the rest of this year. According to the teacher's instructions, I will record the work or exercises in a personal diary. Also, I will give myself 20-30 minutes every day when convenient for me. At this time, I will reflect on the whole day's work. Take strength from positive experiences. If I have a negative experience, I will love and care for myself. I will spend some time thinking about whether I want to make changes in any of my works or whether I want to take help from someone.

I will prepare a report on the work from time to time and show it to the teacher. Besides, the teacher will discuss this topic with us in class from time to time. In this way, this practice and exchange will continue throughout the year.

I will record my practice in a diary and write in light of the following questions when writing a reflection.

- What did I do in the last month to take care of myself according to the new plan?
- How did I feel about the task?
- What have I done in the practice of empathy?
- How are these activities helping to build and maintain friendships with others?
- Have I encountered any problems? If so, how did I deal with it?
- Do I need any help from teachers or family? What is it?

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. It will inspire me and help me find out areas to improve. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

Table 1: My participation and the work done in this book

Session no.	Behaving respectfully with other students at the time of participation in class work	Interest in understanding one's own behaviour with the feelings and thoughts of other students while participating	Quality of work and practice done in this book
Session 1-2	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Sessions 3-8	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Session 9-10	Own rating		
	Comment		
Session 11-17	Teacher's rating		
	Comment		

**Table 2: Care about my feelings and practice empathy**

	Appropriateness of the plan about taking care of one's own feelings and practice of empathy	Recording in a journal the practices of taking care of own feelings	Appropriate reflection of ideas related to empathy
Own rating			
Comment			
Guardian's rating			
Teacher's rating			
Comment			

## Chapter Six

# I Will Be My Architect

We call those who design houses, buildings, bridges, various monuments etc. and ensure that the work is done correctly. For example, Shahid Minar, Sangsad Bhavan, National Monument, Padma Bridge, etc., are individual structures of our country which have brought an identity for Bangladesh to the world. Architects designed them and made sure that they were built properly. Then it is understood that the ‘architect’ uses his construction skills, knowledge, intelligence and creative thinking to create an excellent structure.

This chapter discusses architects because each of us is an architect of our own life and personality. Each of us also has a magic box with some qualities or superpowers. We use these superpowers in various life situations to solve multiple problems. Despite that, we build beautiful and aesthetic life by discovering new superpowers. In this chapter, we will discover some of our other superpowers. That will help us deal with different problems or situations at different times in our lives. For example, we can say - not to cause any accident by getting angry, not to stop oneself from doing any good work due to fear, in the event of suffering and hard times, managing them etc. As an architect uses his knowledge box to solve various construction problems, we, too, will take out superpowers from our magic box to deal with multiple situations.

## My superpower

Let's first look at our magic box, where we will write our superpowers.



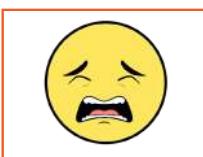
### In which situations will we use our superpowers

Have we ever seen a person get angry or scared? Or seen a friend get upset if they can't win the game? We also feel anger and fear and get upset like others. What do we do then? In this chapter, we will talk and listen to those experiences in our lives and those of our friends. We will gather an idea from our friends' use of superpowers to deal with 'anger and fear' in different situations. We will discover the superpowers we can use to deal with such situations in our future life. I will fill my own magic box with new superpowers in addition to

the superpowers I know. As a result, I will be able to use the correct and useful superpower in various situations.

But to fill the magic box with superpowers, we need to do some work. The more seriously we work, the better we can fill the magic box with superpowers. Do we wish we had a magic box with which we could deal with situations in our lives and help others? So, let's find the superpowers and enrich our own magic box.

In the next few days, we will try to understand our different feelings to get the superpowers of the magic box. For this, we will interview other people. We will try to understand their behaviour during anger, sorrow, fear and mental stress, how they behave and how they express their feelings. Before starting the interview, let's read the following special message:



Stress



Fear



Anger



Sick



Happy



Sad

### Special Message

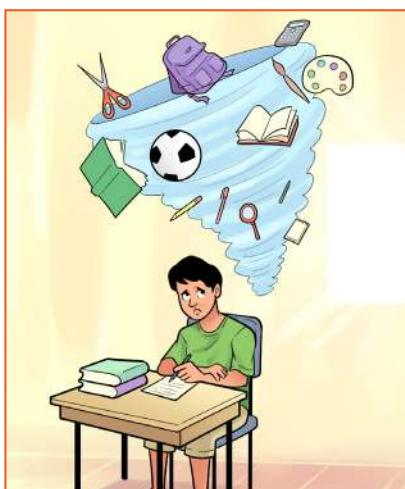
In this chapter, we will discuss our personal events or feelings and listen to our friends. While interviewing, we will learn from others about the incidents that happened in their life. It can sometimes be frustrating to have such a discussion, which is quite normal. That's why we have to follow some things, that is –

- We should talk to others with respect and compassion.
- We shouldn't laugh about other people's personal incidents later or shouldn't underestimate them.
- If someone says something in confidence, we shouldn't tell it to anyone else.
- We shouldn't force someone to listen to something personal if they don't want to.

The above four points are superpowers, respectively. It is essential to have these superpowers to make yourself a responsible and ideal person in society. Let's promise ourselves that - we will follow the above four things.

### Mental stress and fear

There are events in every person's life when they feel stress and fear. As a result, it becomes difficult to do a task properly or make a decision. It can be seen again that we are restraining ourselves from many activities due to fear, which may be essential for me. In the boxes provided below, I will write down my stressful and fearful situations and what I do in those moments:



My mental stress and the experience of fear

In which matters or situations do I feel stress or fear

What do I do when I feel stressed and scared

### Individual tasks about the matter of mental stress and fear

I looked at the matters of my stress and fears. Now, let's talk to friends and some close people and find out about their experience of stress and fear and what they do in such situations.

## I Will Be My Architect

In the two boxes below, we will write about the experiences of stress and fear of friends and some close ones.

Experience of stress and fear	What do they do when they are stressed and afraid
When do they feel stressed?	What do they do when they are stressed?
When do they feel fear?	What do they do when they are afraid?

By completing the table above, we learned what they do in situations of stress and fear. Now, we will learn about another feeling.

## Anger

It is hard to find a person who has never been angry. There are many ways of expressing anger. That is, people express anger in different ways. For example, someone cries in anger; someone keeps silent; someone shouts, vandalizes or behaves in a way that harms himself or others, etc. In the box below, we will write about ‘How I understand when someone is angry. I will also write about what I do then.



How do I know when someone is angry	What do I do then

We must have understood that this part of the chapter deals with ‘anger and what we do when we are angry. I can understand other people’s anger in their

## I Will Be My Architect

behaviour, and now I know how to behave in those situations. Now let's learn about our own anger. Let's write down in the table below what makes me angry and what I do then.

My experience of anger		
The event or situation of anger	How do I express anger	Am I satisfied with the way I express anger? Does this solve my problem?

By filling in the above table, I saw how my anger manifests. Now, I will interview three

people as journalists and learn about their experiences. First, I will learn from the friend sitting next to me about his outburst of anger -

Interview: 1 (Friend's Interview)					
Can you remember such an event when you were angry?	What were you thinking then?	What did you do when you got angry?	How did you feel doing this type of behaviour?	How do you feel when someone else comes to talk when you are angry?	Has your problem been solved by doing this behaviour?
Event 1					
Event 2					

# I Will Be My Architect

Interview: 2 (Interview of a family member)					
Can you remember such an event when you were angry?	What were you thinking then?	What did you do when you got angry?	How did you feel doing this type of behaviour?	How do you feel when someone else comes to talk when you are angry?	Has your problem been solved by doing this behaviour?
Event 1					
Event 2					

Interview : 3 (Interview with someone other than friends and family members)					
Can you remember such an event when you were angry?	What were you thinking then?	What did you do when you got angry?	How did you feel doing this type of behaviour?	How do you feel when someone else comes to talk when you are angry?	Has your problem been solved by doing this behaviour?
Event 1					
Event 2					

## I Will Be My Architect

After completing the interview phase, we learned in which situations a person gets angry and how he behaves. Let's know from the classmates about their interview to learn more about their experiences of anger. Let's find out what information they have and write about the expressions of anger in the chart below.

Experience anger and behaviour	
Experience of anger	Behaviour

By completing the table above, we learned about the different situations of anger and how they express anger. Now we will learn about grief.

## Sadness

Have we ever suffered for some reason or seen someone suffering? Whether it happened that from any of my behaviours, someone has been hurt? Although it is a little frustrating to discuss such an experience, this discussion is important. Since this chapter is a self-development chapter, I will know my superpowers and use them effectively to face any unexpected situation. Because through this, we will know the cause of sorrow or suffering and how to manage it effectively. Below are four cases or incidents of suffering. Let's divide the class into small groups, discuss them, and give our own opinion.



### Case 1

In the final of the annual chess competition of Anandpur High School, two students of class seven, “A” and “B”, faced each other. They both won every competitive match to secure their place in the finals. In the final, ‘A’ won through a hard-fought battle. Later, ‘A’ and his friends often made fun with ‘B’ about it in front of everyone. From time to time, they also went in front of ‘B’ and laughed. They also wrote various things mocking ‘B’ on the school’s walls. Thus, ‘B’ was hurt a lot because, since childhood, he dreamed of growing up as a chess player and bringing fame to his country. But after losing against a classmate, he became broken down mentally. He stopped coming to school and broke his chess set in grief. Family members noticed this. Later, his parents decided to change schools.

Question: Do you agree or disagree with the behaviour of ‘A’ and his friends? Why?

Question: What would you do if you were in the place of ‘B’?

**Case 2**

Rahim and Karim are good friends of each other. Being associated with the school’s cultural group, Rahim became skilled in dance and music. He is a familiar face to everyone in the school. Rahim got busy with these things. On the other hand, as Karim does not involve himself in such cultural activities, he lags behind all these. As Karim has no other friends, he feels friendless and misses Rahim. He starts to withdraw himself from Rahim. Sometimes, he misbehaves with Rahim unknowingly and decides not to be friends anymore.

Question: How do you evaluate Karim’s behaviour towards Rahim?

Question: What would you do if you were Karim?

**Case 3**

Fatima goes to visit her grandfather's house during summer vacation. There her uncle gives her a parrot as a gift. At first, she is not attracted to the bird, but day by day, the bird becomes her best friend. She spends most of the day with the bird. She starts taking care of everything about the bird, from feeding to bathing and teaching it how to talk. Fatima plans a lot about the bird- she will make a beautiful cage for the bird, will take it to her home, will show her friends and much more! One morning, she woke up to find that the bird was dead. She cannot accept this matter at all and cries a lot. Even she sits in her room skipping food and drink. She doesn't talk to anyone. Her father brought her another parrot. But, even then, she remains upset and absent-minded.

Question: Why couldn't Fatima accept the death of the bird?

Question: Write three situations that are out of our control.

**Case 4**

Monica Gomez walks to school every day. One day, she came to her father with an earnest request for a bicycle. Her father told her that if she got good marks in the annual exam this time, he would only buy her a bike. Monica became very happy. She has always been a good student. She started preparing for the exam with enthusiasm. On the day of the annual examination results, it was found that the results were not as expected. Even though the results were not as expected, her father bought her a bicycle. However, she did not look happy. Day by day, she became indifferent to her studies. She began to think she would never do anything reasonable again. Monica started staying in her room all day, stopped talking with everyone and even, due to grief, stopped doing her favourite activities or playing with her favourite things.

Question: Will Monica's behaviour bring her good results in the future?

Question: What would you do if you were Monica?

We may have heard of similar incidents. Such incidents may have happened to us, or we have seen them happen to others. Some events in our life still hurt us or make us sad to think about them. Now, in the chart below called 'The Experience of My Sadness', I will write about the management of the incident that happened to me. Writing about this may be depressing. But, since I have

gone through the times, I have a superpower inside me that ‘I can’t. So, let’s start -

Experience and management of grief/distress	
Experience of suffering	What did I do in this situation?

We may feel bad when we think of our own sufferings or sad feelings. But let's not forget that we have faced those situations. We thank ourselves for that. Human life comprises happiness and sorrow, and our inner superpowers can help us successfully deal with the difficult times of life.

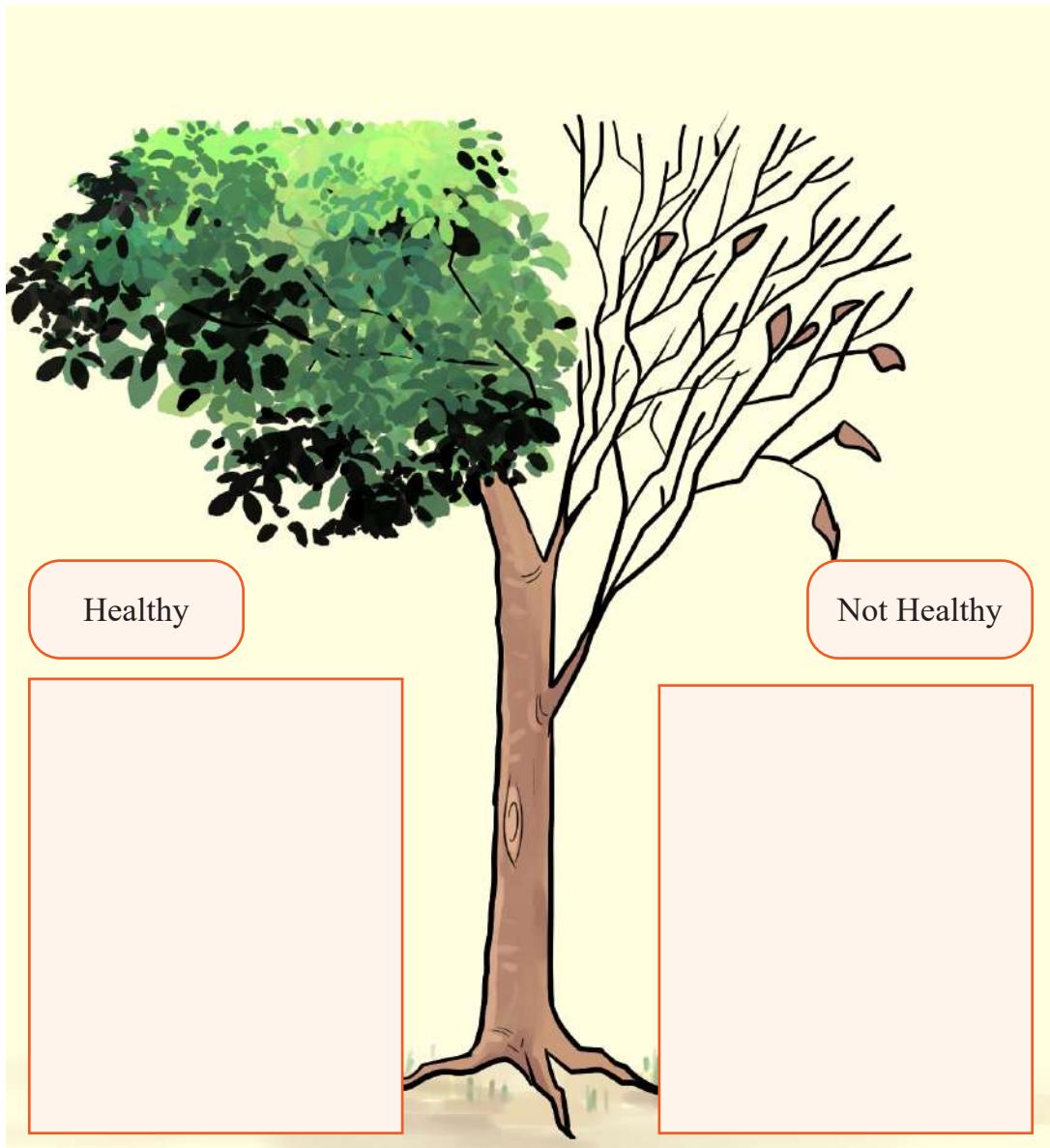
### Effective skills to face the situation

We learned about stress and four types of feelings, and what we and others can do to deal with them. We use coping skills to deal with a situation or an event. Knowingly or unknowingly, we deal with problems in different ways. Sometimes we react to situations in a way that may not be good for us. Now, we will divide into groups and play a game where various examples of managing these feelings are given. We will distinguish which actions or ways are healthy and which activities or ways are unhealthy.

Management is the process of maintaining one’s positive, effective actions or strategies in situations of stress, fear, anger, and sorrow by taking care of one’s feelings and selecting positive, effective actions or strategies instead of negative and ineffective ones.

### Examples of dealing with situations

Positive self-talk, reading books, insulting others, drawing pictures, blaming others, taking revenge, avoiding problems, talking to friends, shouting, playing sports, spending time in nature, going for walks, oversleeping, listening to music, working as volunteers, taking drugs, taking deep breaths, exercising, misbehaving with others, overeating/eating less, threatening others, expressing one's feelings.



Lacking the skills to manage various situations effectively, some may cut or hurt their hands and feet, take drugs, or even contemplate or attempt suicide. In such a situation, we must be quick to take the help of someone trusted and reliable among family, neighbours, and teachers. We will be by his side even in such situations as friends, classmates or others. This is a unique situation. In this situation, we will not remain silent in fear or shame. This increases the probability of problems and damage. By developing skills with the help of skilled individuals or professionals, if needed, we can become competent in effectively managing such situations.

Through the above game, we learned about ‘Effective Coping Skills. We, friends, and interviewees have all found positive and effective actions among the actions we have done in situations of stress, fear, anger, and sorrow. Now, I will plan what skills will help me to deal with any unpleasant situation in the future. All of these skills are superpowers respectively. Suppose these superpowers are in my magic box. In that case, we will be able to deal with any unpleasant situation in life healthily. These superpowers will help us build our life the right way and make the right decisions like confident people.

### Let's choose our superpowers

I choose my superpowers to deal with any unexpected event or situation in future. Write the superpowers in the magic box below. Anytime I will use the superpowers from the magic box to help myself and others.

This magic box will always be with me. Whenever something unpleasant happens to me, I will use my superpowers to deal with the situation.



## Plan to use or practice my superpowers

In the table below, let's list how to use particular superpowers to deal with different situations.

Situation or event	Which superpower will be used to deal with the situation	What would my feelings be about using superpowers?
Mental stress and fear		
Anger		
Sufferings		

Just as a skilled architect uses his skills to create beautiful structures, I will also use my superpowers in different situations to build my life. I will be engaged in the welfare of myself and society. I have planned to practice superpowers; I will do things accordingly throughout the year. According to the teacher's instructions, I will record the work or exercises in my diary. I will prepare a report on the work from time to time and show it to the teacher. Besides, after a certain period, the teacher will discuss this matter with us in class.

In this way, the practice and exchange will continue throughout the year. We will record our practice in a diary, and while writing reflections, we will write in light of the following questions.

- Which activities have we done in the last month according to the new plan?
- How did we feel about doing the activities?
- Have we encountered any problems? If so, how did we deal with it?
- Do I need any help from teachers or family? What is it?

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. It will inspire me and help me find out areas to improve. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the

teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

**Table 1: My participation and the work done in this book**

Session no.		Behaving respectfully with other students at the time of participation in class work	Intending to understand own behaviour with the feelings and thoughts of other students at the time of participation	Quality of work and practice done in this book
Session 1	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Sessions 2-8	Own rating			
	Comment			
	Teacher's rating			
	Comment			

Session 9-10	Own rating			
	Comment			
Session 11- 13	Teacher's rating			
	Comment			

**Table 1: My superpowers Practice**

	The accuracy of the plan regarding the exercise of my superpower	Writing down the examples of my practising superpower in the journal	Accurate reflection of the ideas regarding the superpower in solving problems
Own rating			
Comment			
Guardian's rating			
Teacher's rating			
Comment			

## Chapter Seven

# Express needs accurately in communication



From childhood, we gradually grow up through various experiences, relationships and environments. This journey of growing up is different for everyone. This difference is in our thoughts, feelings and behaviour. These differences are identified in interactions. But, it is not always easy to communicate, considering our differences or diversity. In some situations, we can easily express our own feelings and needs. We can behave with an understanding of the feelings and needs of others. Again, this task is not easy in some situations or with some people. Sometimes, how we express our needs is difficult for others to understand. It does not serve our purpose of communication. It also harms mutual relationships. So, in any situation, the more we can express our thoughts, feelings and needs well, the more it will help us stay well and maintain good relationships with others.

In this chapter, we will try to learn how to express our needs positively and effectively and be empathetic.

## Group work

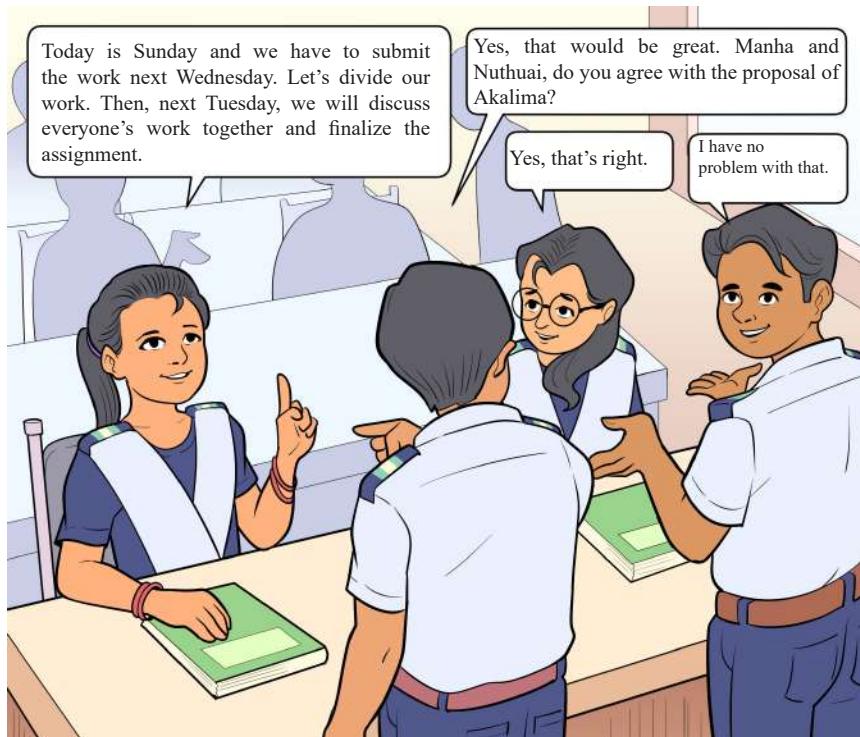
Let's start this chapter with groupwork. Discuss one of our own experiences in small groups. What we will mention there are:

1. A significant event that happened in my life.
2. What thoughts and feelings did I have due to the incident?
3. What behaviour did I do then?

We have shared our experiences. We also got an idea about our behaviour and communication in that incident. Now, let's read a story and analyze it.

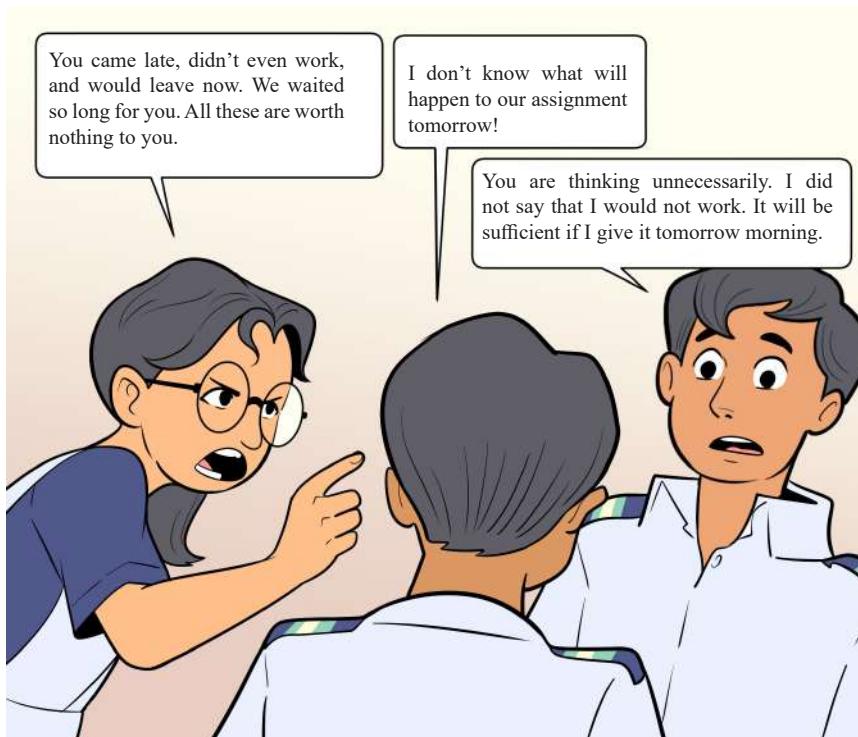
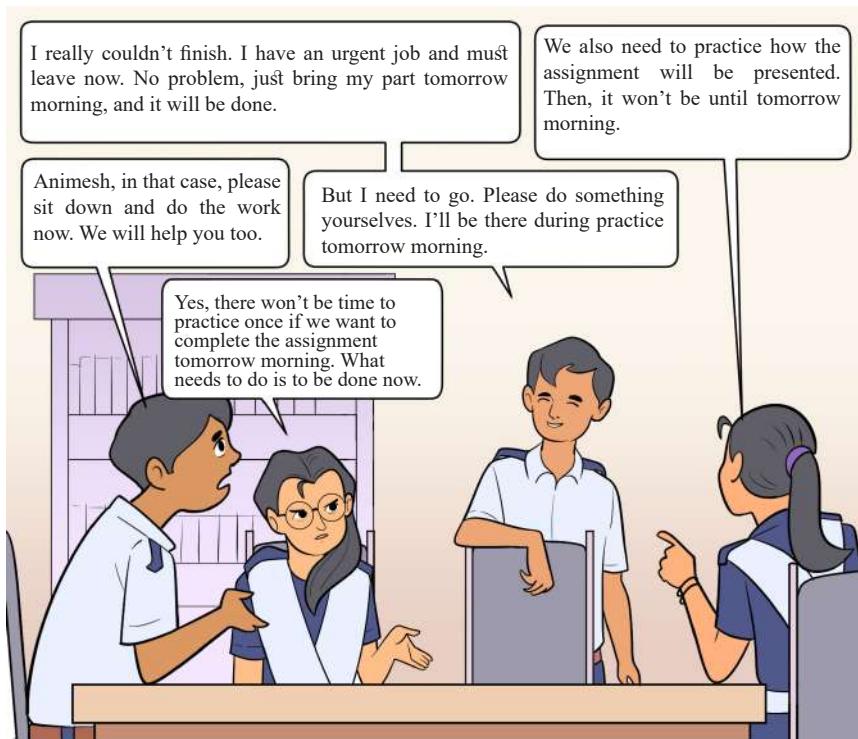
### Let's analyze the story

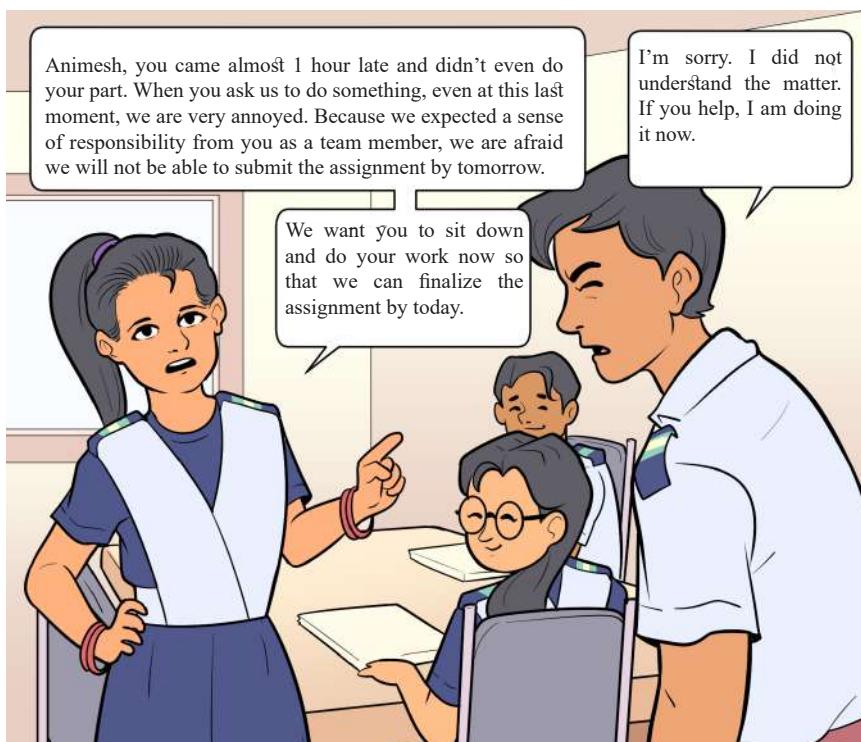
The class teacher of grade seven of Rupganj High School gave a group assignment to all the students in the class. Akalima, Animesh, Manha and Nuthuai Marma - these four were placed in one group. They discuss how to work in groups, what specific tasks will be for each of them, and presentations.





## Express needs accurately in communication



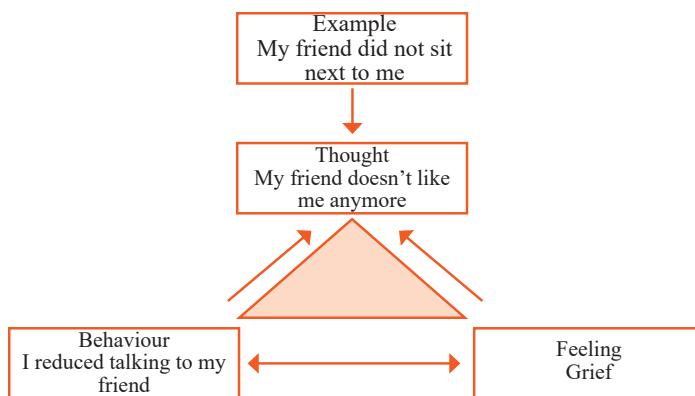


The story is read. Let's read the questions in the table below and answer according to the story. After the work, let's discuss the answers with our friends, and after the discussion, we make changes if we want. Some sample answers are given below:

	In this incident, which behaviours of Animesh are mentioned by his friends?	Which feelings did they express?	Which necessities did they express which are related to feeling	Could express how to fulfil necessities
Manha	Animesh came late			
Nuthuai,		Concern		Animesh, in that case, please sit down and do the work now. We will help you too.
Aklima			The assignment must be completed by today (Tuesday).	We want you to sit down and do your work now.

## The relationship between thought, feeling, behaviour and communication

When something happens, different thoughts come to our minds. From this thought, other feelings are created in us. We express these feelings through various behaviours. We got this idea in Chapter Five. In this chapter, we will learn how our communication style is revealed through this behaviour. For example, my friend did not sit next to me in class. It makes me think that he doesn't like me anymore, which hurts me. Because of this pain, I reduced talking to him. The table below will make this more clear.



From this example, we understand that no event has its meaning. The way we think about the event creates a sense of it. For example, my friend and I may not have the same thoughts, feelings and behaviour in the same incident.

At the same time, we also learned that no feeling is good or bad. The emotion we express through behaviour can be characterized as good or bad depending on the environment. Therefore, through which behaviour we express our thoughts and feelings, in any event, is very important.

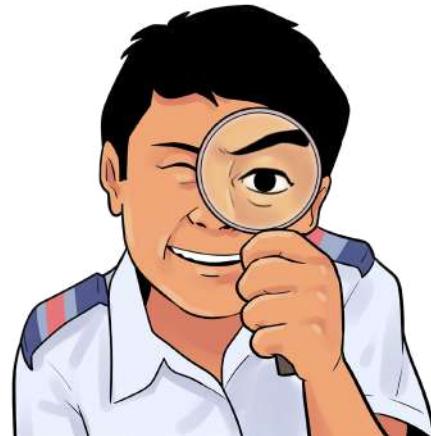
### Things to remember during communication

Expressing our thoughts and feelings in positive ways is not always easy. Being able to express the following four things while interacting with **anyone properly** is an essential social skill:

1. My observation
2. My thoughts and feelings as a result of observation
3. Needs related to thoughts and feelings
4. Ways to meet that need

## 1. Observation:

In our daily life, we express all kinds of communication verbally, that is, through language. We also express them non-verbally, for example, through tone, facial expressions and behaviour. Generally, most of our communication is conveyed through non-verbal means. Sometimes, though we don't express our feelings verbally, they are revealed through our non-verbal behaviour. For example: If I am upset for some reason, even if I don't say it, some people can understand it from my tone, facial expression and behaviour. In this case, my expression may differ from that of my brother or sister. So while interacting with my brother, sister, friend or loved one, I will notice what he is saying. Besides, it is also important to observe his non-verbal behaviours. The better we keep the verbal and non-verbal behaviour of others, the easier it will be to understand their thoughts, feelings and needs. At the same time, I can consciously express my thoughts, feelings and needs. In this case, it should be remembered that in this step, I will express only what I have seen and heard. I will not express them mixing with my personal assumptions, beliefs or opinions.



For example: During groupwork, Ratan's friend sitting next to him talks several times between his words. Ratan would think that his friend does not want to let him speak or that he has made a mistake somewhere. He feels annoyed. Ratan then says to his friend, 'Give me your opinion after my words'.

How Ratan could express his observation: 'You were talking between my words 3-4 times'.

### Game: Observing behaviour

Now let's play a game to understand the matter of observation better.

List of feelings: Joy, Pride, Fear, Anger, Annoyance, Surprise, Confusion, Frustration, Pain, Contentment, Anxiety, Tiredness, Tranquility, Curiosity. We saw the role-play of feelings.

## Express needs accurately in communication

After watching the performance, let's fill in the table below.

	What feelings are being expressed in performance?	The behaviors I observed	What is my non-verbal expression in the event of this feeling?	What is my verbal expression in the event of this feeling?
1	Anger	<ul style="list-style-type: none"> <li>⇒ Fingers were raised to point at</li> <li>⇒ the face was hardened,</li> <li>⇒ were looking with eyes wide</li> <li>⇒ the hands were repeatedly thrown.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Heart rate increases</li> <li>⇒ ears turn red, jaw tightens</li> <li>⇒ hands clench into fists</li> <li>⇒ eyes turn red, become silent,</li> <li>⇒ begins headache, frown.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ The tone of voice changes</li> <li>⇒ shout, name the feeling, say the reason for the anger.</li> </ul>
2				
3				
4				
5				
6				

Let's match the table I filled in with my friends:

- a. Did everyone identify the same or different feelings after watching the same performance?
- b. What are the similarities and differences between me and others observing the same performance?

We will now participate in another game.

## 2. What are my thoughts and feelings resulting from observation:

I will identify and express the feelings of myself and others due to observation. But distinguishing feelings from thoughts is not easy. So, it should be noted that while expressing feelings, I should not use language expressing blame towards others.

For example: In the incident of Ratan mentioned earlier, the way he could have expressed his feelings: 'When, you were talking between my words 3-4 times, I got annoyed'.

### How to avoid expressing thoughts:

In Ratan's case, he can avoid talking like this: 'When you were talking between my words 3-4 times, I felt that you don't want to let me talk/ You don't like me/ I'm saying something wrong. etc.

These statements are thoughts which indicate blame towards my friend. Disclosure may embarrass the friend and make desired communication between the two difficult. But if only feelings are expressed, the friend will understand Ratan's emotional state better and try to behave as needed.

Now, let's fill in the table below to help us distinguish between our own thoughts and feelings during communication and to identify the feelings of others. Identify which statements in the table below express feelings and which express opinions. Two sample answers are given below:

	Speech	Feeling	Thought
1	If I read, everyone will laugh		
2	I am afraid to present in front of the class		
3	I am glad that you came.		
4	Now I will do well in the exam.		
5	I just make mistakes.		

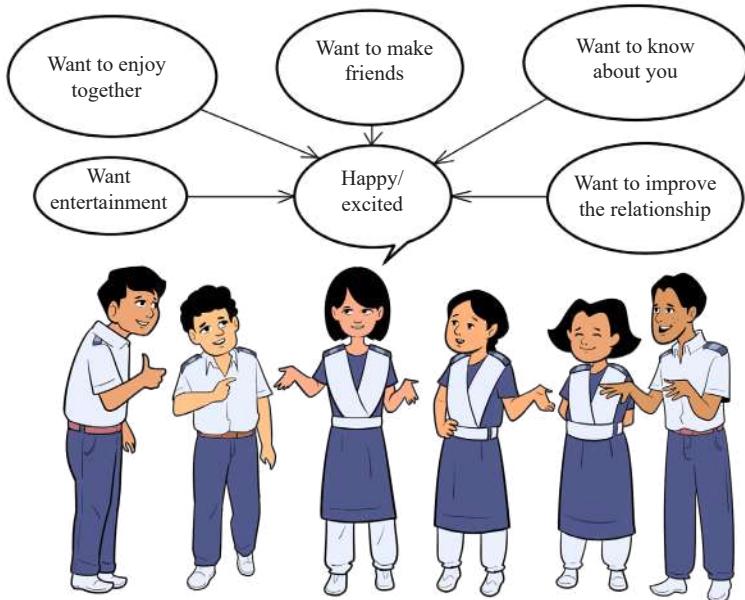
6	From now on, you will play only with me.		
7	I was hurt by your words yesterday.		
8	Nobody loves me		
9	I am grateful to you for helping me.		
10	Everyone likes me		

Let's complete the table by discussing it in small groups and comparing it with other classmates after the work.

### 3. Needs related to thoughts and feelings:

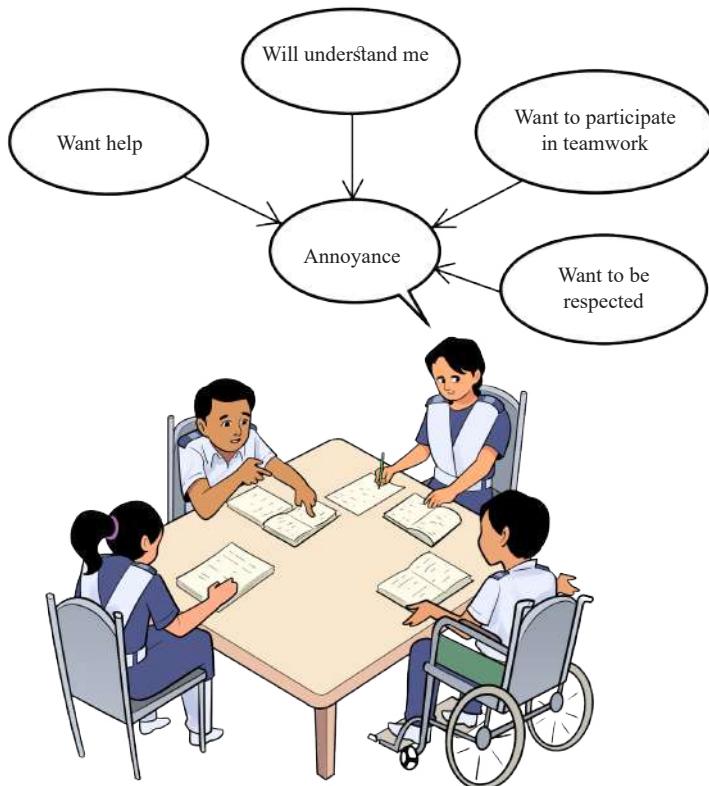
Regardless of the type of communication, there is a purpose behind every communication. Sometimes the intention is mine alone, and sometimes of the person I am communicating with and sometimes of both. Every feeling, thought, and behaviour has some need, which many times may not be expressed consciously in our speech or behaviour.

It must be remembered that need here does not mean just getting any material. We want to fulfil some physical or emotional need by acquiring material things. For example, food is a material thing. Our physical needs behind consuming food can be health, nutrition, taste, etc. Our emotional needs behind eating food can be satisfaction, the company of loved ones, chat etc. When such emotional needs are met, we feel good. And we don't like it when it's not fulfilled.



**Two examples:** Seeing friends sitting together and talking during the break, Labonyo called them to play, ‘Let’s play together. So, the friends agreed, and they started playing. As a result, Labonyo becomes very happy and thanks her friends for playing with her.

In this case, when friends respond to Labonyo’s call, the thoughts that come from her are: ‘Friends like me’; ‘want to mingle with me’; ‘I like to play with friends etc. And the feeling that comes in her is ‘Happy’. Behind these thoughts and feelings is the need in Labonyo: we want to enjoy together, make friends, know about friends and improve relationships, etc. But Labonyo did not express these needs in words.



She only said, ‘Let’s all play together. However, the pleasant feeling created in her when their needs are fulfilled is happiness.

We can look at Ratan’s incident again. We will see that when Ratan’s friend speaks between his words during group work, Ratan thinks, ‘My friend doesn’t

want to let me speak' or 'Somewhere, I have made a mistake. He feels disgusted by it. Ratan then says to his friend, 'Give me your opinion after my speech. In this case, there is more behind Ratan's thoughts and feelings: I need to be able to participate in work, friends need to understand me, help me, respect me and some more needs etc. But Ratan said, 'give me your opinion after my words'. She didn't say, 'Please help me finish my words' or 'I want to participate in group work, so let me speak'. Here the feeling that arises because Ratan's need is not met is Annoyance. How Ratan could express his need: 'When you were talking between my words 3-4 times, I got annoyed. Because I wanted to finish my words, I expected you would understand and help me to finish my words. So, when these needs are fulfilled, we feel good, like happiness, satisfaction, peace, pride etc. And if not, some unexpected feelings may develop in us, such as anger, pain, fear, helplessness, loneliness, depression, etc.

Samples of communication needs		
About being well	About mutual relationship	About expressing oneself
Nutrition	Love	Compliment
Satisfaction	Affection	Gratitude
Wellbeing	Loving-kindness	Success
Rest	Care	Celebration
Entertainment	Honour	Self-reliance
Sleep	Generosity	Freedom
Security	Importance	Choice
Comfort	Acknowledgement	Fun
Peace	Help/assistance	Spontaneity
Reliance	Acceptance	Honesty
Faith	Sympathy	Self-confidence
Tranquillity	To understand	
	Friendship	

**4. Ways to meet needs:** After expressing observation, feelings and needs, we need to express positively how we want to satisfy our necessities at the last step of communication. The two most important things to fulfil the needs are:

- Understanding our needs and expressing them in a positive way

- Understanding the needs of others and treating them accordingly

So that the way to fulfil the need is specific, some things should be mentioned at the time of expressing:

- What do we want
- From whom do we want
- When do we want
- Where do we want to

For example, in Ratan's case mentioned earlier, he could have expressed the means of fulfilling his needs: 'When you were talking between my words 3-4 times, I got bored then. Because I wanted to finish my remarks and hoped you would understand and help me to finish. I want you to wait till I finish my words and then give your opinion.

### Express needs according to the incident

Let's read the following incidents and point out how the characters in each incident can positively express their needs. A sample answer is given for the first incident.

#### Incident 1

During the group work, Ratan's friend, sitting by him, spoke several times between his words. Ratan felt that his friend didn't want to let him talk or that he had made some mistakes. He felt annoyed. Ratan said to his friend, 'Give me your opinion after my speech. How can Ratan tell his friend to meet his needs?

Character	Expressing the ways of fulfilling the needs			
	Observation	Feeling	Needs	Ways of fulfilling needs
Ratan	When you talk 3-4 times between my words	I was annoyed then	Because I wanted to finish my words and hoped that you would understand and help me to finish.	I want you to wait till I finish and then give your opinion.

### Incident 2

Neera and Atul often sit on the same bench for classes. Today, Neera has seen Atul sitting with someone else instead of sitting by her. This makes Neera very angry and distressed. Though Atul calls Neera during tiffin, she goes away and doesn't talk to Atul for the whole day. Atul cannot understand this behaviour of Neera and is distressed by it.

How can Neera and Atul communicate the matter of fulfilling their needs to each other?

Character	Expressing the way of fulfilling needs			
	Observation	Feeling	Needs	Ways to meet needs
Neera				
Atul				

### Incident 3

Monir tells Shuvo some personal things about his family. The next day, when Monir comes to class, he sees that some of his classmates have been talking about his personal issues. Saraf feels embarrassed and angry at this. When he meets Shuvo in the tiffin period, he says, "You didn't do the right thing by telling others about my personal matter".

How can Monir tell Shuvo about meeting his needs?

Character	Expressing the way of fulfilling needs			
	Observation	Feeling	Needs	Ways to meet needs
Monir				

### Incident 4

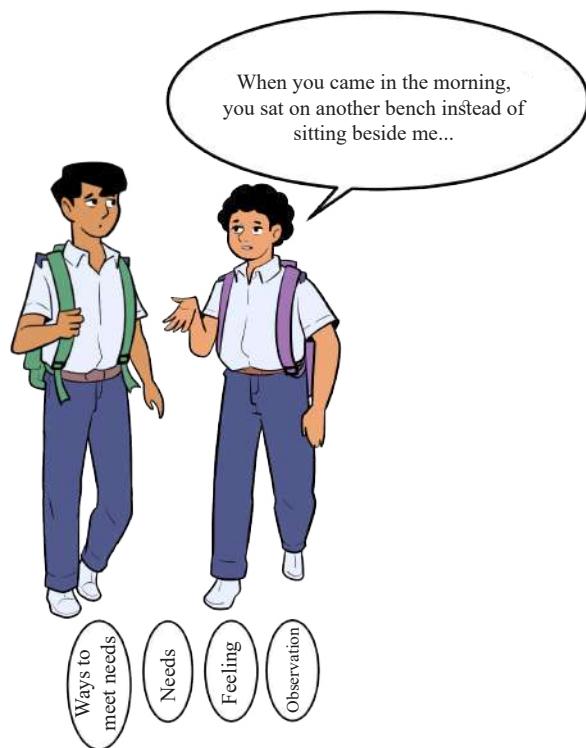
Samia often holds her friends' necks while talking. Though Samia is her close friend, Beena feels uncomfortable when Samia does the same with her. She cannot share her uneasiness with Samia, considering it would hurt Samia. Beena desires that Samia would stop this practice and their friendship won't damage because of this correction.

How can Beena tell Samia to fulfil her needs?

Character	Expressing the way of fulfilling needs			
	Observation	Feeling	Needs	Ways to meet needs
Beena				

Now, let's discuss the completed tables with our friends and make any changes based on the discussion.

### Role-playing



## Express needs accurately in communication

I plan to role-play with any one of my friends. Both of us separately think of a situation where we want to bring a change in our communication. This situation can happen to any person in my house and outside. In that case, I will tell the friend about the person and the situation I communicate and want to communicate as well as what I have done so far to meet my observations, feelings, and needs. Now, my friend will play that person's role and act out how I want to communicate with that person in 4 steps.

The teacher will explain our role-play task well. Similarly, my friend will also tell me about his situation. I will also play the role of that particular person, and my friend will express his need for 4 step communication.

### Plan to meet needs in daily communication

Let's think of any two situations in my daily life where a need related to my thoughts and feelings is not being met. In the table below, I state my observations, feelings, needs and ways of expressing my needs according to the situation. If necessary, I will discuss with my teachers, friends and family members to fill in the table.

With whom is the communication	Situation 01			
	Observation	Feeling	Needs	Ways to meet needs

With whom is the communication	Situation 02			
	Observation	Feeling	Needs	Ways to meet needs

### Let's record the practice of meeting needs in daily communication.

We have already done some exercises and plans to practice meeting needs according to daily life situations. We have learned to observe, feel and the technique of positively expressing the ways of meeting needs after identifying them in 4-step communication. From now on, we will try to practice those steps daily. Through practice, we will become proficient in this task which will help us to live well.

By practising, I will understand which steps can be done differently. So, suppose we record our practices in a diary over time. In that case, we will be able to easily understand which aspects we are doing well in our communication and where we need to make changes. For one month, I will write in the diary the practice of meeting the needs as per the table below. I will discuss this with my teachers, friends and family if required.

## Express needs accurately in communication

The practice of meeting needs in everyday communication						
Date	Person/ situation	Could express observation? (yes/no)	Could express a feeling? (yes/no)	Could express needs? (yes/no)	Could express the ways of meeting needs? (yes/no)	Later on, which work will I do differently?

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. It will inspire me and help me find out areas to improve. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

Table 1: My participation and the work done in this book

Session no.	B e h a v i n g r e s p e c t f u l l y w i t h      o t h e r s t u d e n t s   a t   t h e t i m e   o f p a r t i c i p a t i o n   i n c l a s s   w o r k	C a r e f u l n e s s a n d   i m p o r t a n c e t o w a r d s   r e l a t i o n s w i t h   o t h e r s t u d e n t s   d u r i n g p a r t i c i p a t i o n	Q u a l i t y   o f   w o r k a n d   p r a c t i c e d o n e   i n   t h i s b o o k
Session 1	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Sessions 2	Own rating		
	Comment		
	Teacher's rating		
	Comment		
Session 3-11	Own rating		
	Comment		
Session 12	Teacher's rating		
	Comment		

Express needs accurately in communication

Table 2: My practice of communication

	Accuracy of plan related to the challenges of adolescence	Writing in the journal about the practice of dealing with the challenges of adolescence	Following the four steps of communication correctly in the exercise
Own rating			
Comment			
Teacher's rating			
Comment			

## Chapter eight

# Take care of the relationship and stay well

After birth, we first form relationships with people we grow with within the family. Some of us grow up with only parents; some may have siblings. Many of us grow up with our grandparents, aunts and uncles. Gradually as we grow older, we develop relationships with neighbours and school friends of the same age. We play with them, gossip with them and do many more things! This is how our friendship with those of our same period slowly starts. Sometimes, these relationships are so deep and sincere that they last a lifetime.

This chapter will explore different aspects of our relationships with our peers/contemporaries and classmates. And for this discovery, we will participate in various fun games and activities. Let's all play a game together. Then explore positive and negative experiences with our peers and classmates and their impact. Then, we will find out what to do to care for and maintain healthy relationships with our peers and classmates. Finally, we plan to apply these methods and practice them in our own lives.



Take care of the relationship and stay well

Now, let's play a game together.

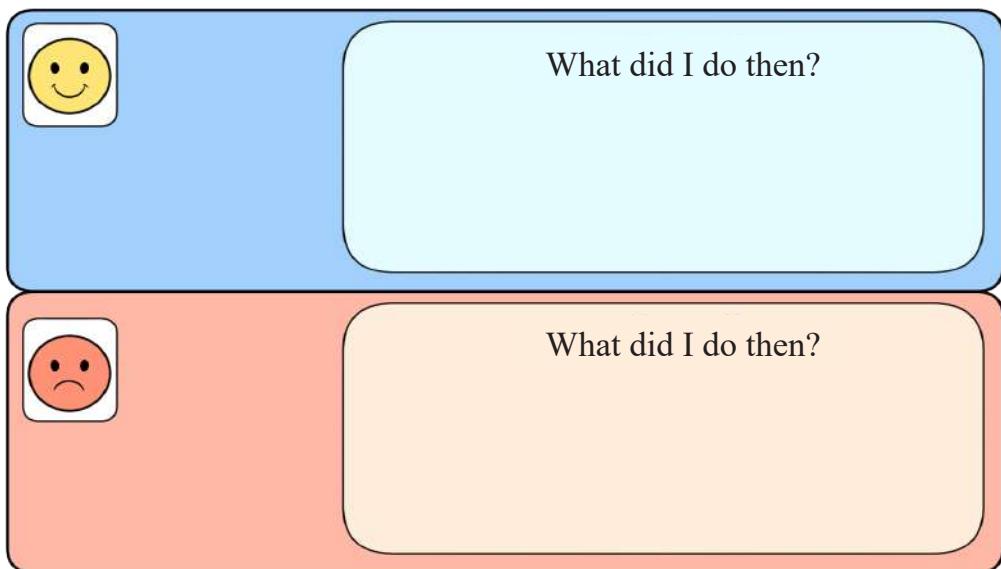
***Play a team game at the very beginning.***

We all participated in the game and shared our experiences. Now, let's share two memorable experiences of our own life with peers. One of these is positive, and the other is negative. But in the case of negative experiences, we will be careful to mention only the incident without naming or identifying the person with whom it happened.

First, we shared the experience in the group. Then, we presented our group experience to the whole class. Now, I will write about my experiences in the table below.

### My experience: Table 1

Let's role play



We regularly get together with peers and classmates, play games, gossip and study. Sometimes, we travel together and sometimes, we also solve various problems together. Now, we will think of some experiences where we had positive experiences with peers. Let's discuss these positive experiences within our team and act out any event.

## The power of relationships with classmates and peers

We have seen many situations acted out. From the performance, we got an idea about what can be a positive experience in peer relationships. This positive experience encourages us to build a relationship with others.

As a result, we remain better. The positive skills we acquire help us grow earnestly in harmony with one another.

### Positive effects of relationships with peers

- Develops a cooperative and empathetic mentality.
- Learning from each other in knowing and following social norms.
- Any problem can be understood through mutual discussion and cooperation. May get an idea about problem-solving techniques.
- Areas are created to form deep and sincere friendships.
- May be spent a good time together in various healthy and enjoyable ways like games, stories, and chats.
- We can easily share Our joys and sorrows and achievements and failures.
- May get support for good work and encouragement for new things from each other. Seeing each other, we get the courage to move forward with any issue.
- Being of the same age, we can easily understand each other most of the time. We can easily Express what is in our minds.
- Can be taken care of relationships and encouragement works to bring them ahead.
- A respectful attitude towards each other's opinions is created. The ability to express one's own opinion easily and accept or reject the opinion of others with compassion is developed.
- When any conflict or problem arises among us, the skill of solving the problem is developed by discussing it.
- Increases awareness regarding our role and responsibilities in relationships with others.
- Increases our confidence.

## Problems with classmates and peers relationships

We have learned how peer relationships contribute to our well-being and personality development. But our experiences with peers are not always sweet or cheerful. In the second session of this chapter, we shared one of our negative experiences with peers. Let's take out 'My Experience: Table 1' of our book and recall the incident again. If there are more negative experiences like this, let's share them in the group. In light of everyone's experiences, let's make a joint list in the group and present it to everyone in the class. But we must remember that we will list only the incident without mentioning the name or identity of the person with whom the negative experience occurred. Then, in light of our experience, let's fill in 'My Experience: Table 2'. For example, one of my peers was making fun of me because my drawing was not beautiful. Since then, I have felt uncomfortable drawing pictures in front of everyone.

My experience: Table 2

Negative experience	Its negative impact on me

We often feel embarrassed and hurt by some negative behaviour, gestures or actions of peers. Examples: mocking, forcing others to run away from school, pushing to do any negative work-play-seeing pictures-smoking, making hostile gestures and behaviour to tease someone. Sometimes, it happens that it is not happening to me but to someone I know or a friend. Then, I can't understand what to do or who to tell. And sometimes, we don't realise that our behaviour is harmful. Occasionally, we even recognise that our behaviour or gesture is not proper. Still, we don't know or understand how to change it. Lack of self-belief, self-respect and positive values creates such attitudes in us. We can completely change these restrictions if we want. So, let us first find out these limitations that we know or hear.

For this task, we will write such negative behaviours, gestures or actions that we know or hear and drop them into the closed box provided by the teacher. I can also write down a behaviour, gesture or activity I want to change. None of us will write our names or those of others; we will write down only negative behaviours, gestures or actions.

Writing down the negative matters and dropping them in the box is an act of courage and honesty. It increases our respect and love for ourselves. By knowing these things, we can help ourselves and our classmates understand and overcome limitations. How vital and praiseworthy an act it is, isn't it? So, let's now write down the behaviours we know or see that hurt someone's feelings, disrespect and hurt ourselves or others. Without mentioning the name, we drop it in the 'our limitations' box given by the teacher before the next session.



### The negative impact of peer relationship

Getting involved in various harmful activities to maintain a friendship with peers or out of fear also brings negative results. For example

- There may be problems or distance with family, friends, neighbours or relatives.
- There may be a negative impact on mental health, decreasing self-confidence, self-withdrawal, lack of attentiveness to study and poor results.
- May have anxiety or depression. If steps are not taken to solve such problems or, if necessary, proper treatment is not done, sometimes, we can harm ourselves or others. It can even create a suicidal situation in some cases.
- Being unable to cope with the situation, some may turn to cigarettes or drugs out of frustration.

We all have written down the limitations we saw, understood and heard about ourselves and our classmates and given them to the teacher, who has made a list. We have presented its negative results as a group. Now, it is our turn to work by knowing the strategy to eliminate them.



# I can, we can!

### Strategies to overcome problems or limitations

Through acting and discussion, we learned many techniques to overcome our limitations. Many people think that it is not possible to eliminate them. Actually, that is not true. We can make changes in these areas. All we need is willpower and initiative. Do you know the reason? But the matter is crucial and exciting at the same time. But there needs to have a desire. We all want

to realise our inner strength. When we don't love ourselves, don't respect ourselves and others, and don't believe in our abilities and capabilities. We want to express our power through negative actions. For example, those who paint well want to experience this skill. He wants others to praise him and applaud him. Sometimes, by mocking or attacking others' drawings, some want to realise their power. They do not know how to present their skills to others positively. As a result, as the relationship with others deteriorates, self-respect also decreases.

We choose our own behaviours. When we become aware of our feelings, thoughts, and behaviours and increase self-love, we also become aware of our behaviour. Ensuring our relationships with peers are sincere and friendly is vital. Yes, and for this, it is necessary to take care of relationships. This time, we will get more ideas about relationship maintenance strategies with peers and classmates.

We have discovered many strategies that we can always practice. The following information may also assist us.

### The work we will do to remove limitations

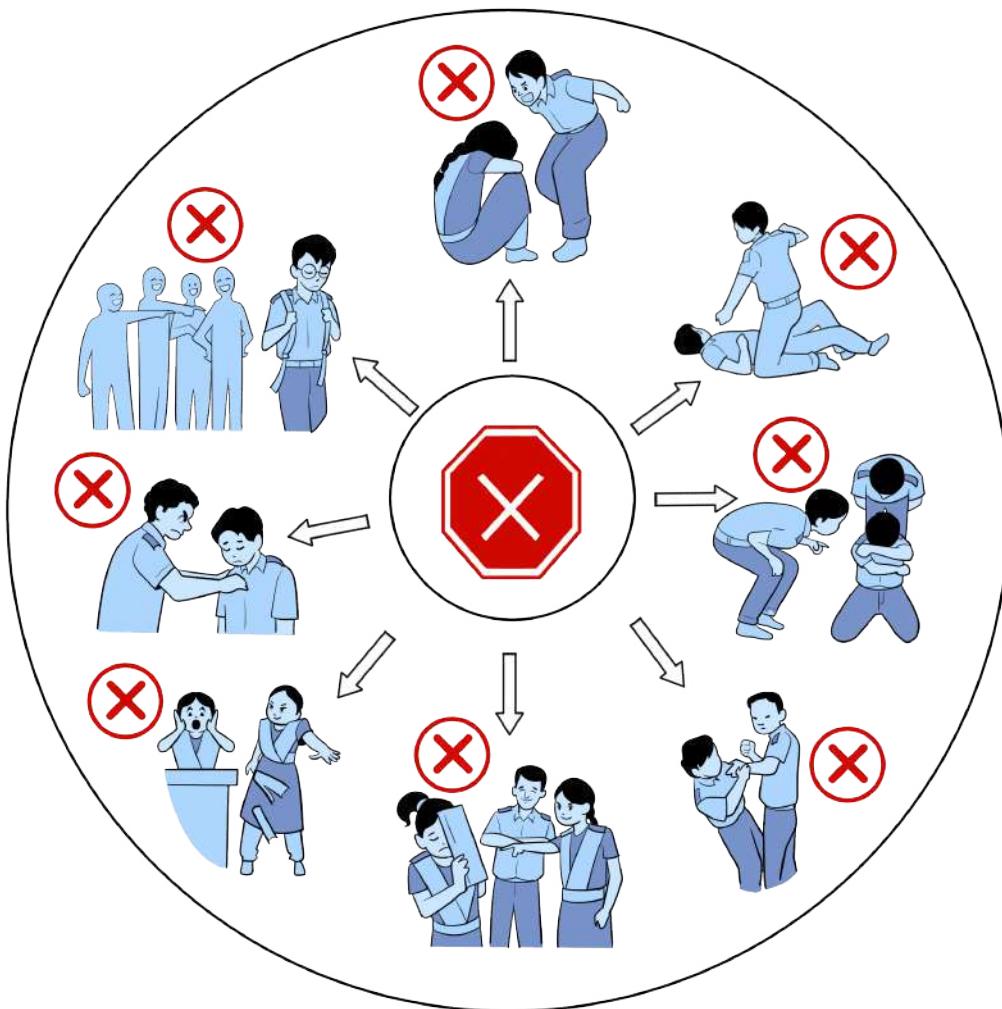
#### Things to be done to take care of relationships with peers and classmates

- To respect each other
- Playing sports and spending good times together
- Listening to them with attention and importance
- Speaking and behaving openly and honestly
- Appreciating and recognising good work
- Sharing own stuff, thoughts and ideas
- Working together to solve a problem
- Respecting and valuing the abilities of others
- Helping others when needed and asking for help when needed
- Keeping word. Relationships always don't go the same way. Never break trust even if the relationship goes wrong. Supporting a friend's secret in confidence. Trying to solve his problems and taking help from others if needed.
- Making someone aware with love and respect if he makes any mistake. Doing your best to correct it instead of blaming it.

Take care of the relationship and stay well

### Activities we will avoid to eliminate limitations.

These are injustice and crimes. It violates the human rights and dignity of others. In most cases, those who are subjected to this behaviour are psychologically harmed, which negatively impacts their lives. We will refrain from the following tasks as we do the above tasks.

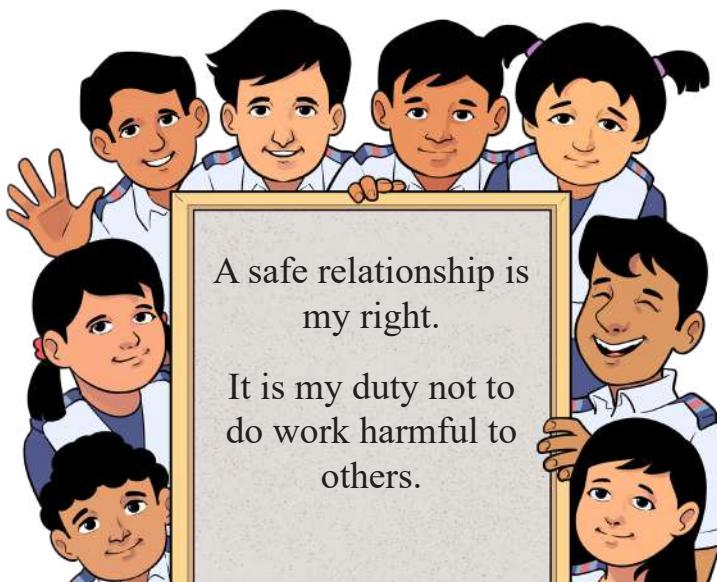


### How to stay free from negative influences

Under the pressure of classmates, we often do many things which are harmful to ourselves or others. We can do the following activities to avoid such stress or influence.

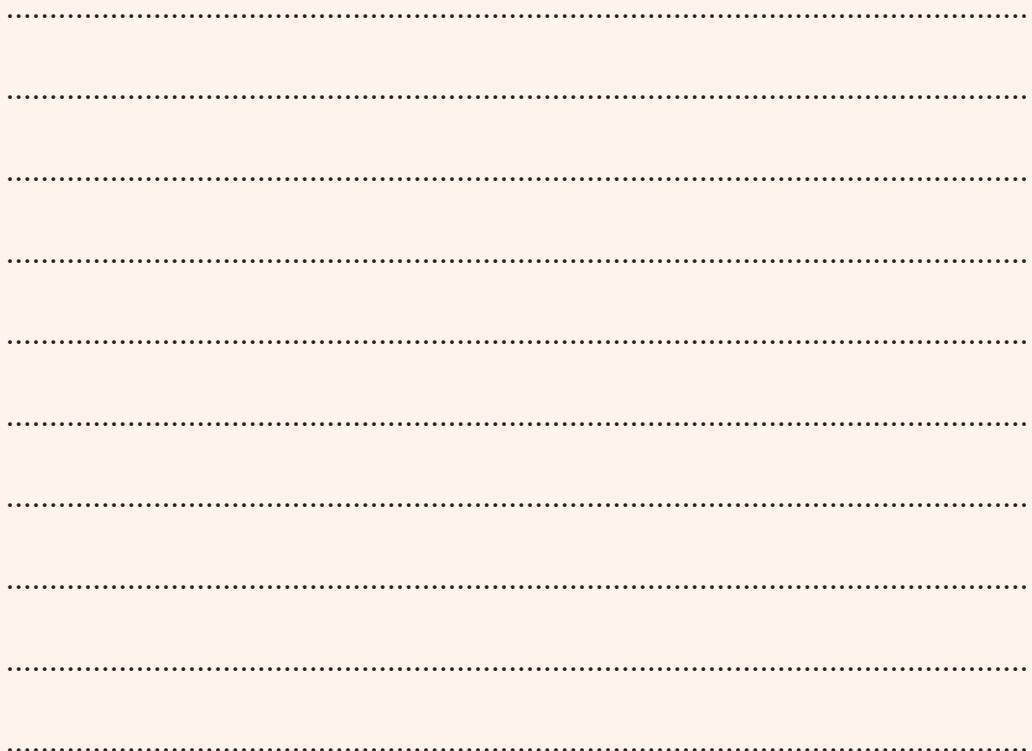
### Ways to stay free from negative influence.

- Questioning our own mind and not doing something if our mind doesn't agree.
- Being able to differentiate between positive and negative things.
- To think and analyse minutely before doing something and to acquire the ability to take decisions accordingly.
- Learning to say 'no' firmly, flexibly and clearly to anything harmful to ourselves and others.
- Discussing and consulting with friends who think positively and can help.
- Not to blame ourselves and hide problems out of fear. Discussing with a family member, teacher or someone we trust who can help in this situation; Asking for help if needed.
- Communicating with service organisations and receiving support as needed. Service organisations can be government, private, or NGO-based such as police stations, social service offices, hospitals, information service institutions, adolescent health care institutions, various types of service-oriented clubs, etc. There is also an emergency services number, 999 and a child protection number: 1098. By calling these numbers, we may get immediate help to deal with any risk. There is National Trauma Counseling Center for mental health services, phone number 8802 8321825, 01713177175.



## Take care of the relationship and stay well

Through many fun experiences, we have discovered ways to stay well with our classmates and peers. Our classmates have played a unique role in this discovery. We have a long friendship with these classmates. Those from whom we have had such positive experiences have a lot of contributions to our lives, don't they? We are constantly studying, playing sports, telling stories with our classmates, and learning from each other. They are standing beside us in our problems and needs. We find comfort and peace because they are by our side. Because of their trust and sincerity towards us, we understand how acceptable our behaviour and actions are. Do we want to thank and appreciate them for this invaluable contribution to our lives? So, let's write a letter expressing our feelings towards any of our classmates.



We have learned the importance and positive and negative impacts of relationships with classmates and peers. We've also known the dos and don'ts of caring for this relationship. Now, it's time to plan and practice using this skill.

Let's fill in the chart 'I can, we can' according to the teacher's instructions.

### I can, we can

Limitations/Negative Behaviors	What I will do to remove it	What we will do together to remove it

### The practice of a safe relationship

Through the activities in this chapter, I have planned for myself by knowing what to do to maintain and care for safe relationships with classmates and peers. I will do the work according to this plan throughout the remaining time of this year. According to the teacher's instructions, I will record the work or exercises in my diary. Also, when it is convenient for me, I will give myself 20-30 minutes daily. At this time, I will reflect on my day's work. I will take strength from positive experiences. If I have a negative experience, I will love and care for myself. I will think for some time about whether I want to bring any change to my work or whether I want to get help from someone.

I will prepare a report on the work from time to time and show it to the teacher. Besides, the teacher will discuss this topic with us in class from time to time. In this way, this practice and exchange will continue throughout the year.

I will record my practices in a diary and write the following questions when writing a reflection.

- What did I do according to the new plan in the last month?
- How did I feel about doing things?
- Have I encountered any problems? If so, how did I deal with it?

- What have I done to practice safe communication with classmates and peers?
- How are these actions helping to build and maintain friendships with others?
- Do I need any help from teachers or family? What is it?

## My development, my achievement

My guardian and teacher will complete the table below. I will complete it too. Through this, I will get ideas for my improvement. It will inspire me and help me find out areas to improve. My guardian and teacher will reward me. They will share ideas about what I did well and how I can do better. Through this, the teacher will share ideas on our progress. The teacher will share ideas on how and in what areas we can do better.

Based on learning activities, he will assess the quality of my work according to the following standards using stars.

Very well= \*\*\*, Well= \*\* and Need more improvement= \*

**Table 1: My participation and the work done in this book**

Session no.		Behaving respectfully with other students at the time of participation in class work	Carefulness and importance towards relations with other students during participation	Quality of work and practice done in this book
Session 1	Own rating			
	Comment			
	Teacher's rating			
	Comment			

Sessions 2	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 3-11	Own rating			
	Comment			
Session 12	Teacher's rating			
	Comment			

**Table 2: My safe relationship practices**

	Appropriateness of the plans for safe relationship practices with classmates and peers	Recording the exercises in the journal according to the plan	Being able to ask for help identifying the risk of insecure relationships with classmates and peers
Own rating			
Comment			
Guardian's rating			
Teacher's rating			
Comment			



স্বাধীনতার

৫০

বছর

উন্নয়ন আমারও



### বাংলাদেশের অনুর্ধ্ব-১৯ ক্রিকেট দলের বিশ্বকাপ জয়

২০২০ সালে দক্ষিণ আফ্রিকাতে অনুষ্ঠিত বিশ্বকাপে বাংলাদেশের অনুর্ধ্ব-১৯ ক্রিকেট দল প্রথমবার বিশ্ব চ্যাম্পিয়ন হওয়ার গৌরব অর্জন করে। এই জয় বাংলাদেশের ক্রিকেটে একটি স্মরণীয় সাফল্য। আকবর আলির অধিনায়কত্বে ফাইনালে ভারতকে হারিয়ে এই শিরোপা অর্জন করে বাংলাদেশ দল। মাননীয় প্রধানমন্ত্রী শেখ হাসিনা উচ্চস্থিত হয়ে জয়ী দলকে শুভেচ্ছা জানিয়েছেন এবং এই জয়কে মুজিববর্ষে জাতির জন্য সেরা উপহার হিসেবে অভিহিত করেছেন।

# Academic year 2023

## Class Seven

### Wellbeing

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে

– মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

বিদ্যা ও জ্ঞান অর্জন মানুষকে দায়িত্বশীল করে

তথ্য, সেবা ও সামাজিক সমস্যা প্রতিকারের জন্য ‘৩৩৩’ কলসেন্টারে ফোন করুন

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টার  
১০৯ নম্বর-এ (টোল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন



Ministry of Education

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