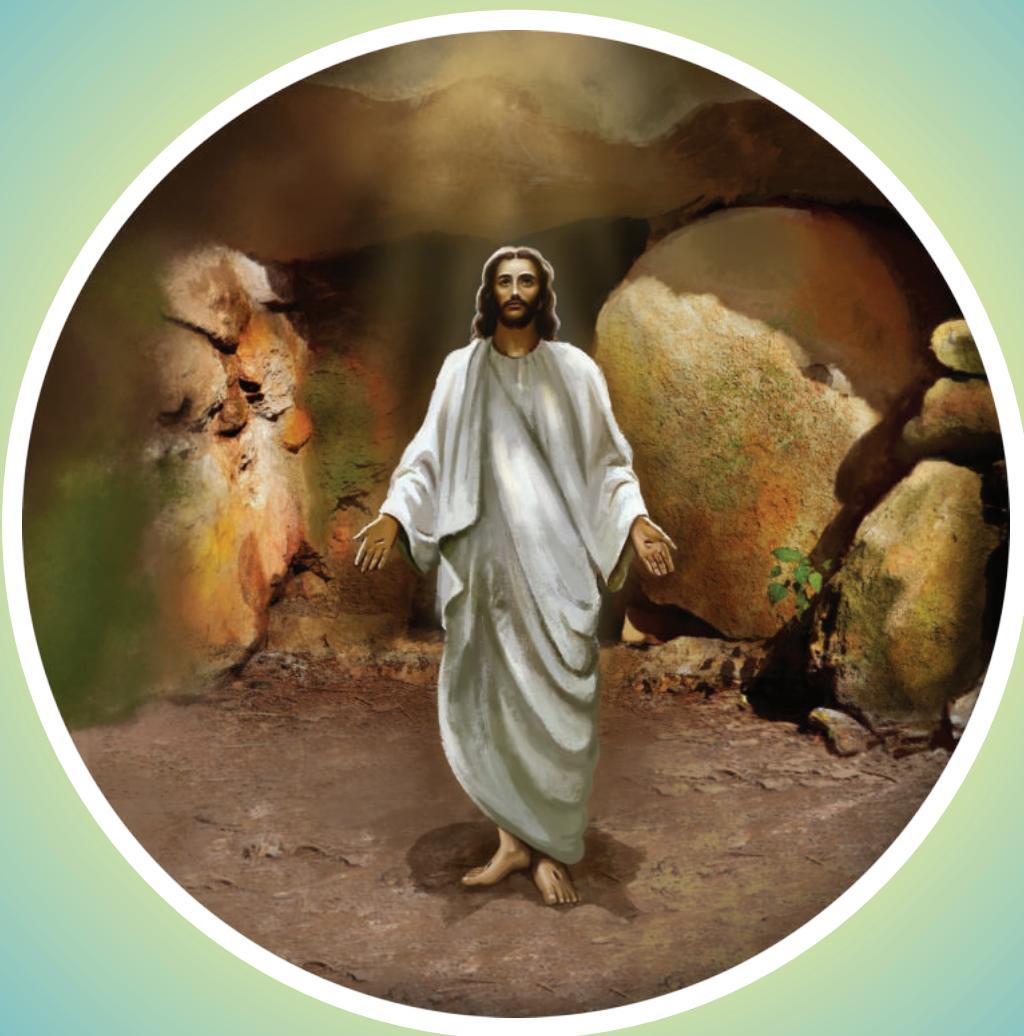


Christian Religion Studies

Class Nine



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



কর্ণফুলী টানেল, চট্টগ্রাম

কর্ণফুলী টানেল কর্ণফুলী নদীর তলদেশ দিয়ে ৪ লেন বিশিষ্ট সড়ক টানেল। টানেলটি কর্ণফুলী নদীর দুই তীরের অঞ্চলকে সুড়ঙ্গ পথে যুক্ত করবে। এই টানেলে ঢাকা-চট্টগ্রাম-কক্সবাজার মহাসড়ক যুক্ত হবে। টানেলের দৈর্ঘ্য ৩.৪৩ কিলোমিটার। এটিই বাংলাদেশের প্রথম সুড়ঙ্গ পথ। যোগাযোগ ব্যবস্থার সহজীকরণ, আধুনিকায়ন, শিল্প কারখানার বিকাশ সাধন এবং পর্যটন শিল্পের উন্নয়নের ফলে কর্ণফুলী টানেল বেকারত্ব দূরীকরণসহ দেশের অর্থনৈতিক উন্নয়নে ব্যাপক ভূমিকা রাখবে।

Developed by the National Curriculum and Textbook Board as a textbook according to
the National Curriculum 2022 for Class Nine from the academic year 2024

Christian Religion Studies

Class Nine (Experimental Version)

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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 and Vocational) of learners for Class Nine. 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. We hope that the learning in the revised Textbook will be deeper and more enduring. Regarding spelling, we have followed the spelling rules of Bangla Academy. 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.

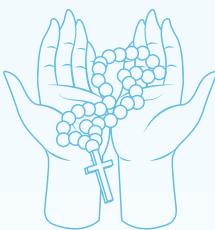
Professor Md. Farhadul Islam
Chairman
National Curriculum and Textbook Board, Bangladesh

A few words for you

Dear Learner,

Welcome to this new book for learning Christianity. Let me inform you that this is a new book. This book and the way your teacher teaches or will teach you is a new method. You will be taught Christianity by this method. It has an excellent name: ‘experiential learning’. But the truth is that this new way of learning wants you to experience and enjoy things. This new method of learning believes that ‘true learning’ Jesus considers you as most important in this world. that ‘true learning’ happens when we enjoy it. It is not only develops our skills but it also provides us with the resources to become good human beings. Jesus loves everyone. Just as He loves us, He loves all human beings and all His creations. He expects us to love God and His creations with our whole heart, soul and mind. Jesus asked us to love one another. Therefore, it is our responsibility to love, care and live in harmony with all. Let us love all and care for all human beings and creation.

How to read this book



This book is a very easy to read. You can open and read the book at any time. (It has so many beautiful images!). One thing I tell you, this book is completely new. This book will tell you stories of Jesus’ life; it will also tell you to perform interesting tasks (some may be less interesting); it will tell you what to do while your teacher takes you and your classmates on an outing; sometimes it will tell you to consult your parents/guardians, relatives or neighbours. Overall, there is no lesson 1 or lesson 2, exercise, multiple choice or narrative questions in this book. I told you this book is very easy to read!

Your teacher also has a book like you have. The name of that book is ‘Teacher’s Guide’. The book contains in detail how your teacher will provide you this new kind of teaching. I am telling you this because your teacher does not have the book that you have. In this textbook the terms, ‘Chapter’ or ‘lesson’ have not been used in this book. This textbook will help you to acquire three skills. These three skills are conveyed to you with three ‘Anjalis’, such as, ‘Anjali 1’, ‘Anjali 2’ and ‘Anjali 3’. Let me tell you the meaning of the term ‘Anjali’; it means to keep two palms of your hand together, side by side (look, an image is given), as we do at the time of taking or giving anything. ‘Anjali’ means giving, submitting or sacrificing gift, offering, or donation. We submit our offerings to God by raising our ‘Anjali’ or two hands together. Our learning should be offered to proclaim the greatness of God and for the sake of others.

Sections included in each Anjali are named ‘gift’ (upohar) which will be of use in every session. Sometimes your teacher will tell you to perform tasks from this book. When he or she tells you the page number or Anjali, you should find it out. You might encounter varying spellings of certain Christian words or terms in this textbook, which could differ from those found in other books or sources. An index of such different spellings is attached at the end of this book so that you may easily understand those variants.

Wish you the best.

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Dear Students,

Anjali-1 of Christian religion of class nine, you will be able to explore the religious history and way of life from the source of Christian Religion and history through interesting class activities.

At this Anjali you could know by collecting news from daily magazines or online news and you could present a presentation on how should be the Christian believer's life according to Biblical instruction by analysis of real incidents from daily newspaper or online news. The teacher will ask you to collect and read from the newspaper. You shall collect it attentively; you will read carefully the collected news and be encouraged to eliminate injustice from society by participating in an interactive game. By participating in interactive play, Bible study and watching videos you could realize God's laws.

Various part of the textbook, few subject included directly from Holy Bible. In that cases spelling from Bible quotation may little different comparison to spelling of other part of this book. But for your better understanding it is written in easy Bengali version.

Experience 1



Upohar 1-2

Collection and Selection of Current News

Dear Students,

Today is the first attending day for you in the first session of Christian religion this year. Know your classmates and also introduce yourself to all. Know the well-being of your teacher and classmates.

As part of this Anjali teacher will tell you to collect and read the most talked about contemporary news from the previous week's newspaper and online news. Listen attentively to the teacher's instructions.

Newspaper Collection: If your family is not used to collecting or reading newspapers or if there is no newspaper available anywhere, then you will collect the newspaper from the nearest newsstand/newspaper sales centre. If your parents or other family members have a smartphone then you can read news from online by using that smartphone.

Read and Cutting Collection: You will read and collect the most talked news from the past week's news and take it into the next session. Collection and cutting can be assisted by parents/Guardians.

Presentation of events' details: Now you will present the details of the most talked-about incident that you have collected from the current news in the classroom, Your teacher will also present his/her collected news to you. Listen attentively to your teacher.

Finding Similarities and Selection: Find out the similarity between the news presented by the teacher and that collected by you and your classmates. Similar news will be presented separately in the classroom.

Give thanks to your teacher and say goodbye.



Sample of paper cutting



Upohar 3-4

Question Making Game

Exchange greetings with the teacher and classmates and pray together. Part of this Anjali you would do teamwork. The teacher will divide a few groups and arrange a sitting for discussion. The teacher will make you understand clearly what you would do in a team. Take note of the teacher's instructions. You will select a team leader from your team. He will present the work in the classroom. You can be the team leader, so keep yourself prepared. You can be appreciated for your good work.

Make questions

Surely you remembered that in the previous session, you selected a few similar news from your collected news and the teacher's. You will discuss the background of your collected news in your group and create a few investigative questions.

This section provides a large workspace for students to draw or write their answers. A blue pen icon is located in the top-left corner of the workspace.

Find out the Answer

You might prepare a few questions on selected news. Now find out what the possible answer to those questions by discussing them in the group.

Question and answer presentation

Dear Students, Now write on a poster in the table by dividing two columns “Our Question & Our Answer” The sample bellowed can be helpful for you

SL No.	Our Question	Our Answer

You will learn correctly from your teacher what to say or what to do at the time of questions-answer presentation. Keep in mind you have to finish the presentation within due time. So, try to present concise and correct information in clear language in a short time. In the case of a group presentation, present together with friends or classmates. Keep in mind, that everyone can understand your speech.

Give thanks to your teacher and say goodbye.



Upohar 5-7

Israelites Living in Egypt in Slavery

Dear Students,

Now let us know religious knowledge, history, lifestyle and teaching of the Church from common sources of the Christian Religion. Your teacher will let you know this topic by reading from the “Holy Bible” with interpretation. Few animations or video clips could be shown. At the same time, these subjects would be clear by a few questions. You can read these subjects from this book if you want. Whenever ever feel difficulties understanding, you can ask your parents/guardian or siblings or teacher. If you have a computer or smartphone at your home you can watch the video clips that the teacher showed. The teacher can give you tasks on question-answer in these three sessions. Try to do those tasks with importance. Keep in mind that evaluation would be done on this task.

Reading from the “Holy Bible”.

Israel’s Slavery in Egypt.

Exodus 3: 1-10 Verse (NIV)

Now Moses was tending the flock of Jethro his father-in-law, the priest of Midian, and he led the flock to the far side of the wilderness and came to Horeb, the mountain of God. There the angel of the LORD appeared to him in flames of fire from within a bush. Moses saw that though the bush was on fire it did not burn up. So Moses thought, “I will go over and see this strange sight—why the bush does not burn up.”

When the LORD saw that he had gone over to look, God called to him from within the bush, “Moses! Moses!” And Moses said, “Here I am.” “Do not come any closer,” God said. “Take off your sandals, for the place where you are standing is holy ground.” Then he said, “I am the God of your father, the God of Abraham, the God of Isaac and the God of Jacob.” At this, Moses hid his face, because he was afraid to look at God.

The LORD said, “I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So, I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, a land flowing with milk and honey—

the home of the Canaanites, Hittites, Amorites, Perizzites, Hivites and Jebusites. And now the cry of the Israelites has reached me, and I have seen the way the Egyptians are oppressing them. So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt.”

Video Clip

The link below “Moses and the Ten Commandments” title movie will be found. The First part of this movie calls on proponent Moses, Israel’s slavery in Egypt and the deliverance of Israelites from the tyranny of King Pharaoh by Moses is caught alive by dramatic performance. The teacher will show up to this seen in the classroom, by this your perception of Israel’s slavery will be clearer.

If you want, you can watch the movie from the link below if you have a computer at your home or your parents/guardian’s smartphone.

Link: <https://www.youtube.com/watch?v=Fykc-HjOfXo>

Explanation

Slavery is subjugation by others. They have no freedom. Even they have no opportunity to express their personal opinion. Slavery means the subjection of one person to another. Their lives and livelihoods depend on other people. They work for each other. By this, they get their food and shelter or get a small wage. Most of the time they being sold to the owners. The owner makes them bound to do all the work at his house, farm or institution. There is no chance to disobey or not to do work. They have no place to complain or dispute their needs. It's like prison life. So, the master put a heavy burden of work on them. By failing to carry this burden or failing to do the work that has been given to him, the owner tortures them heavily.

From the Holy Bible, we know that once upon a time Israelites were turned into slaves in the tyranny of King Pharaoh of Egypt. The king was made to work hard by them. They did hard labour, day and night. They had no opportunity to fulfil their human, moral and fundamental needs, moreover, physical and mental torture was done on them.

From said part of the Holy Bible (Exodus 3:1-10), printed pictures in the textbook and a video clip or movie (Moses and the Ten Commandments) we may know and see compassionate God heard the cry of pain and prayer of Israelites. He called Moses the proponent and gave him the responsibility that Moses saving his nation from Pharaoh’s

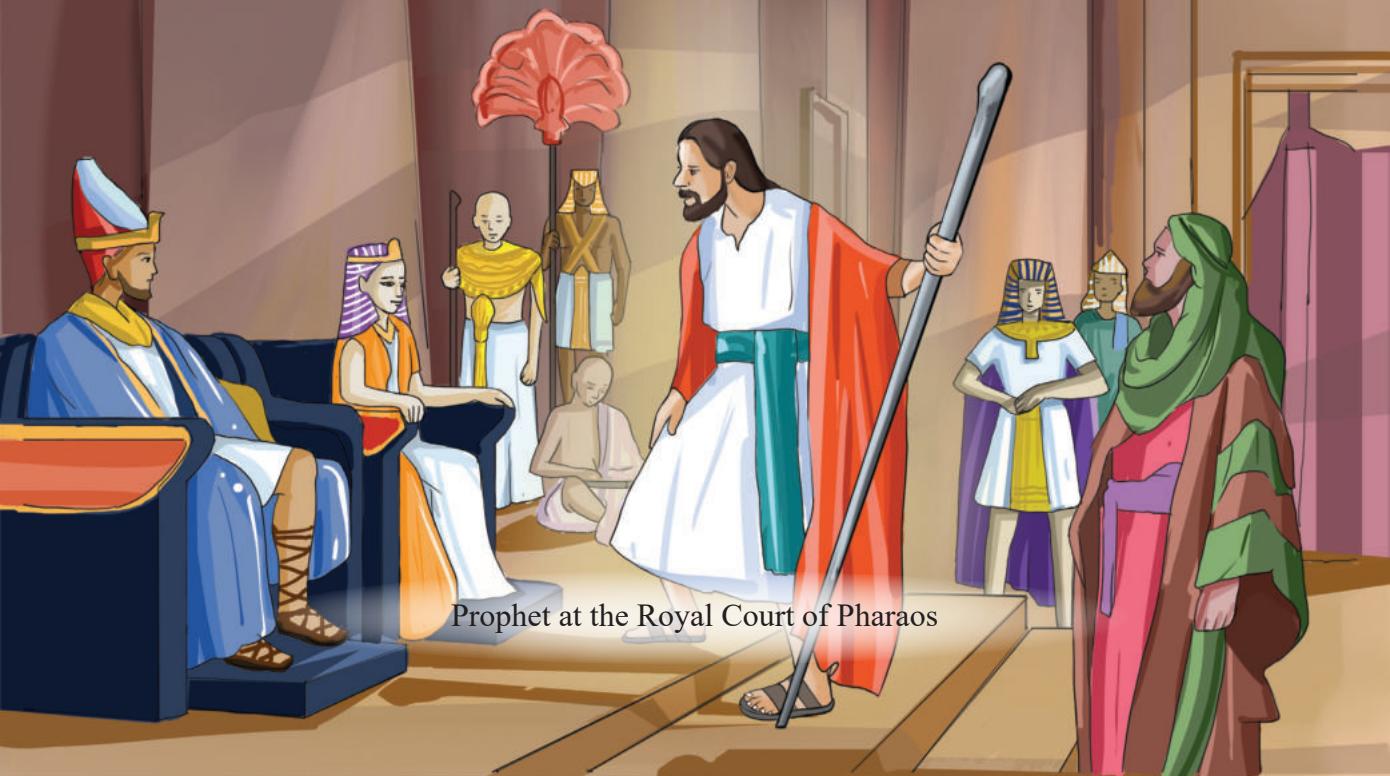
oppression. God saved the Israelites from oppression through many miracles performed by Moses.

But humans are not only being slaves or oppressed by humans. Human beings are slaves of sin by sinning and going away from God. Israelites fell into slavery of sin even though they were freed from slavery in Egypt.

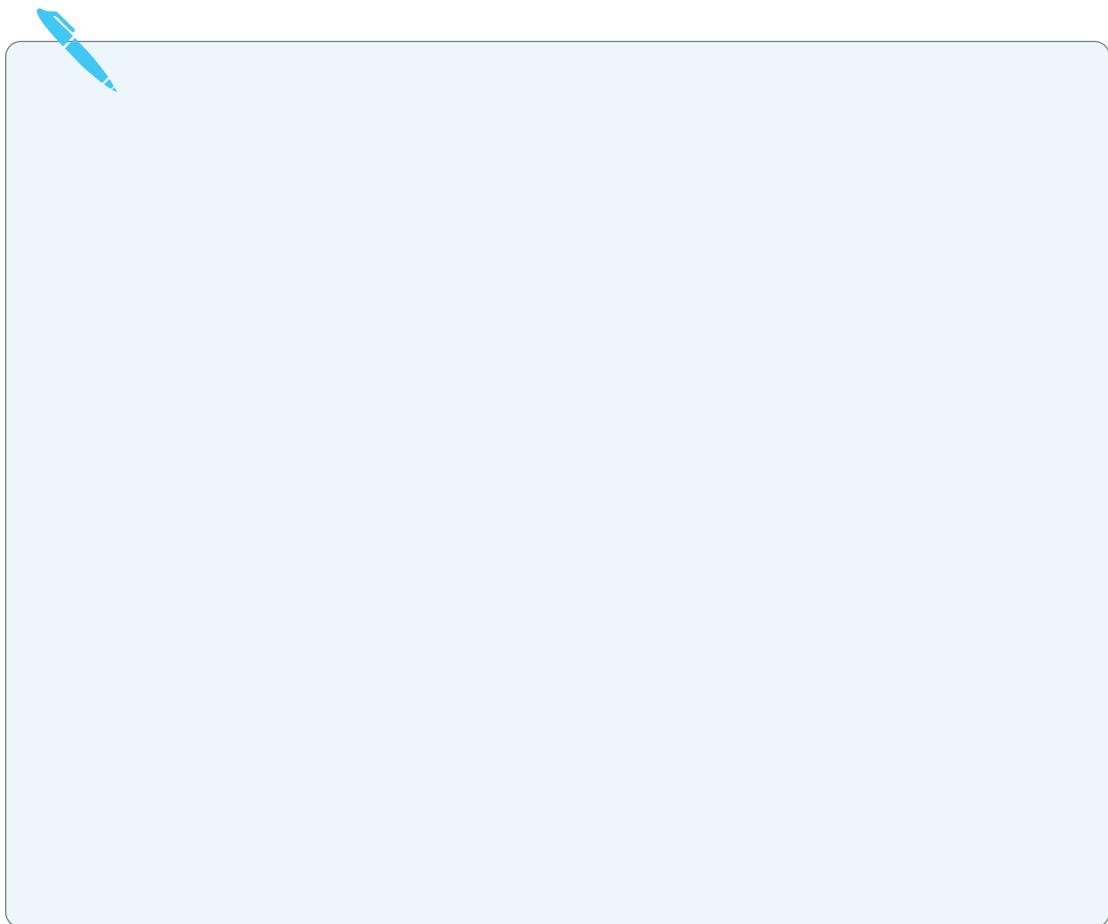
As a result, God sent his only begotten son Jesus Christ into this world so that he may save humans from slavery of sin. Lord Jesus Christ saved humans through painful death on the Cross. God has called us too, that we may expose our solidarity who are oppressed in the present context around us and work to save them. We freed our society from slavery. Through it, we can be men with moral and humanitarian qualities.

Images of hard labour of the Israelites in Egypt





Let's Draw a Picture



The main content of this section of Anjali you got a clear idea of “Israel’s position and slavery in Egypt” and injustice, by reading the Holy Bible, watching real scenes from the video and explanations you heard from teachers. For a clearer idea, you will draw a picture of how to be a human and moral qualitative person.

The teacher will tell you to divide into a group of 3-4 and sit separately. He will tell every group to draw two pictures on art paper. In the first picture slavery and injustice and second picture humanity and love are demonstrated. Write a subtitle under two pictures. What kind of virtue should have to demonstrate humanity and love written down in the description. Hang your drawn picture on a rope in front of the class room. Now see the other group’s picture walking by row and read attentively the writing. Write down in your notebook if any writing you like.

Give thanks to your teacher for the pleasant session and say goodbye.



Upohar 8-9

Your participation in the prevention of oppression

Dear Students,

Your teacher will call you to be a giver of new life by singing the lyric with a “Sundar padō pit tolē, Jekhane kollandip jole setha pabe sthan” lyric. You will participate in the music with enthusiasm and a joyful heart.

Planning, Implementation and Presentation of Pictorial Report

Part of this Anjali teacher will tell you to do some practical and exemplary work to help and protect people who are oppressed in their own family, village, community/society and various institutions.

Planning

Find out where and what you can do to protect yourself from persecution. You will develop a practical project according to the teacher’s guidelines. What to do, whom to do it for, when to do it, where to go or where to get them to do and how to do it, where to go (Place, Time, Person, Date & statistic) in the schedule in your planning process.

Implementation

You will complete those activities step by step according to your plan. You will take the picture as a mark or proof of the work you have done.

Report

Now you will prepare a pictorial report of your plan and implementation. You would have to collect the signature of your parent/guardian on your report.

Presentation

Based on the planned and implemented activities you will submit a report to your teacher within due time. You will present the report and express your feelings. Remember, evaluation will be done on this work.

Stand and say goodbye to your teacher.

Experience -2



Upohar 10

Knowing about God's Law

Beginning of the class greet your teacher and participate in congregational prayer.

In this session teacher will arrange an interactive game. The teacher will give you instructions for actively participation in the game. At the beginning of the game, you will see a picture of the map of Egypt & Israel, a picture of Moses and his staff, a picture of Mount Zion, picture of two stone tablets on the table in front of the class. Observe that a long thread is tied with every picture and if you go ahead by holding the thread could see a description paper. The teacher knotted the thread of each picture in various places in the classroom. You will find out the picture by going through that thread. Surely you are thinking what is written in the description note. See something interesting subject is there. Read those descriptions attentively.

What is written in every description note has been given serially here...

At Mount Zion, God told Moses, that Israelites would follow the law of God to live holy life.

Picture of Mount Sinai

Moses the chosen person of God freed the Israelites from the oppression of Egyptians by performing a miraculous act of the staff.



Picture of Moses and his staff



Picture of two stone tablets.

God has given two stone tablets written by His hand

At Mount Zion, God told Moses, that Israelites would follow the law of God to live holy life.

These three pictures will be kept on the table in front of the classroom.

When you play the game, the teacher will observe whether you are doing it properly or not. After finishing the game take your sit. May be teacher ask, what is recalled in these pictures? Give a few right answers.

Home Work

The teacher will give you homework. You will discuss with your parent/guardian what you learned from the picture after going back home. Information received from parents/guardians is written down in a notebook and brought to the next session.

If the Parent/guardian cannot understand, show them the writing below-



Dear parents/guardians,

your children/dependents want to know about the law given to Israelites. Please give him time because this is part of his classwork.

End of the session thank the teacher with due respect.



Upohar 11-12

Let's make Festoon

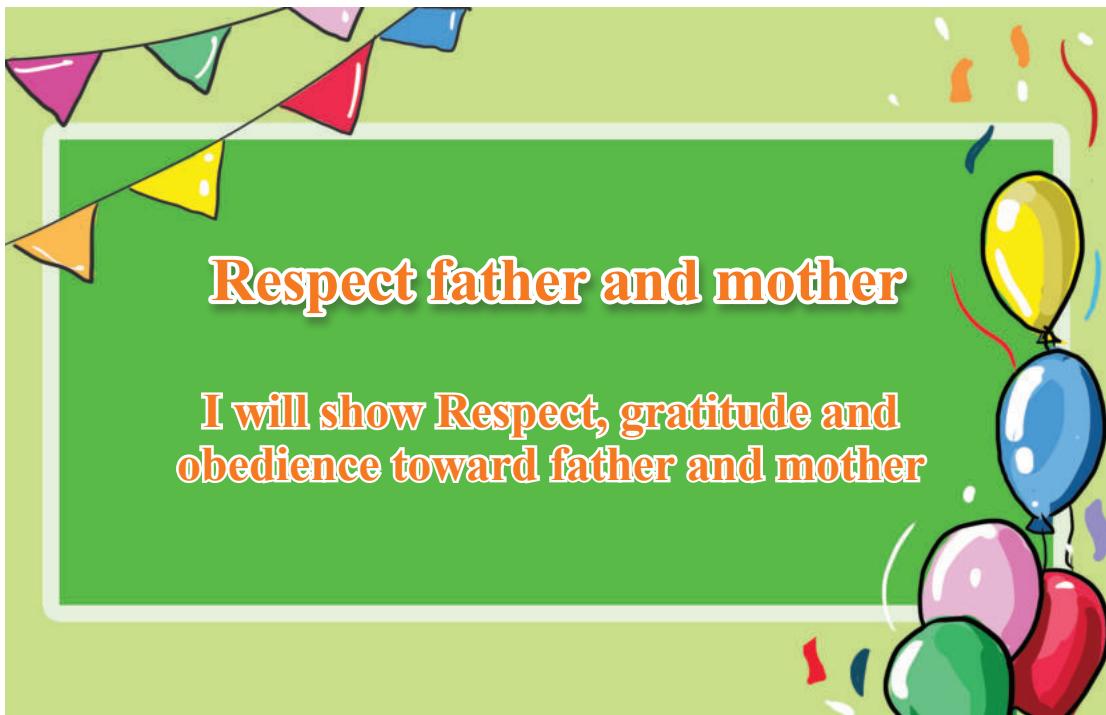
Greets to the teacher. Is there any member of your classmates sick? If so, then pray together for the healing of the sick person.

Dear Students,

You learnt from family and primary religion books that the law given to Israelites is called the Ten Commandments. Today you will discuss this commandment in the group. For your remembrance, the teacher will hang the Ten Commandments in front of the classroom. All of you will read that loudly.

The teacher will divide you into a few groups. According to the number of groups 2/3 commandments will be given to every group. Discuss those commandments which will be given to you. End of discussion festoon will be made. So, coloured paper, ribbon, coloured pencil, gum and pin keep near you.

1st group 1st and 2nd Commandment, 2nd group 3rd and 4th Commandment this way 10 commandment teacher will divide within 5 group for discussion. The number of commandments could be varied according to the number of groups. You discuss in the group how these commandments could be followed and what moral values can be earned. Use colour paper, ribbon and coloured pencils for festoon making. In a large letter write on festoon how the commandment can be followed and humanity acquired by that. Do not write more than 3-4 sentences. Below is a sample how what Festoon looks like. The teacher will fix the time for group work. Could get 15/20 minutes. Sample festoon is given next page.



I will show Respect, gratitude and
obedience toward father and mother

Respect father and mother

I will show Respect,
gratitude and obedience
toward father and mother.

Respect father and mother

I will show Respect,
gratitude and obedience
toward father and mother.

At the end of the time, one student from each group will stand in front of the classroom by holding a festoon. You all will read loudly. If you want, you can display the festoon from your group. How beautiful festoons are! isn't? More important what is written in it. Surely read those festoons attentively.

Thank your teacher and say goodbye.



Upohar 13-14

Words from the Holy Bible

Say hello to your teacher. With the guidance of a teacher, you or your classmate could say a word of thanksgiving prayer to God.

Dear Students, You know that God had freed the Israelites from the slavery of Egyptians. Moses as chosen person of God guided them. They crossed the Red Sea and came to Mount Zion. Then God called Moses on the mount and gave him the Ten Commandments. God said that Israelites should follow the Ten Commandments. Let's see what's written in the Holy Bible in this regard.

God's Ten Commandments at Moses' hand.

Exodus 20: 1- 17 Verse (NIV)

‘And God spoke all these words, “I am the LORD your God, who brought you out of Egypt, out of the land of slavery.

“You shall have no other gods before me.

“You shall not make for yourself an image in the form of anything in heaven above or on the earth beneath or in the waters below.

⁵ You shall not bow down to them or worship them; for I, the LORD your God, am a jealous God, punishing the children for the sin of the parents to the third and fourth generation of those who hate me,⁶ but showing love to a thousand generations of those who love me and keep my commandments.

“You shall not misuse the name of the LORD your God, for the LORD will not hold anyone guiltless who misuses his name.

“Remember the Sabbath day by keeping it holy. Six days you shall labour and do all your work, but the seventh day is a sabbath to the LORD your God. On it, you shall not do any work, neither you, nor your son or daughter, nor your male or female servant, nor your animals, nor any foreigner residing in your towns. For in six days, the LORD made the heavens and the earth, the sea, and all that is in them, but he rested on the seventh day. Therefore, the LORD blessed the Sabbath day and made it holy.

“Honor your father and your mother, so that you may live long in the land the LORD your God is giving you.

“You shall not murder.

“You shall not commit adultery.

“You shall not steal.

“You shall not give false testimony against anyone.

“You shall not covet your neighbour’s house. You shall not covet your neighbour’s wife, or his male or female servant, his ox or donkey, or anything that belongs to your neighbour.”

The Ten Commandments have been written on stone by God’s hand

Deuteronomy 5: 22 Verse (NIV)

“These are the commandments the LORD proclaimed in a loud voice to your whole assembly there on the mountain from out of the fire, the cloud and the deep darkness; and he added nothing more. Then he wrote them on two stone tablets and gave them to me.”

Look at the picture next page.

Let’s make it easy

We follow a few rules and regulations to make our lives beautiful and holy. Ten Commandments are basic rules given by God that tell us what to do and what not to do. Two tablets in Moses’ hand. In one tablet few commands are about Man’s relation with God and in rest of the commandments are about Man’s relation with man. Worship your Lord and only serve Him, do not worship Idols, shall not take the name of the Lord the God in vain and remember the sabbath on Sunday to keep it holy. These commandments would be observed before God. Honour your father and mother, do not murder, do not steal, not commit adultery, do not bear false witness do not covet for other’s belonging and wife. These commandments indicate man’s duty to man. The Ten Commandments are basic guidelines for living an ideal Christian life. These commandments are for us to protect character, to protect wealth and to live an accountable life as God’s children in this earthly life. We shall be determined to obey these commandments.



Ten Commandments written on a stone tablet on Mount Zion.

Let's see Video

After the Bible reading teacher will arrange a video show on the story of the Ten Commandments given to Moses on Mount Zion. The link is given here. You could watch it on YouTube at home.

Moses and the Ten Commandments:

<https://youtube.com/watch?v=yHKFvxgQOFI&FEATURE=share>

The conversation of the video is made in simple English. So, no problem to understand for you. If needed get help from elder people.

The teacher might help students who have difficulties to see and hear. If needed you would help your classmate.

We shall keep in mind the Ten Commandments and live holy lives abiding by them.

Given Below, the commandments written in the Bible numbered I through 10 (Indicated by the church).

SL No	According to the Catholic Church	According to the Protestant Church
1	You shall worship the Lord your God and Him only shall you serve.	Do not accept anyone else as God accept me
2	You shall not take the name of God the Lord your God in Vain.	Do not worship an idol
3	Remember to keep holy the Sabbath (Sunday) day.	Do not take the name of the Lord your God in vain.
4	Honour your father and your mother.	Remember the Sabbath day, to keep it Holy.
5	You shall not kill.	Honour your father and your mother.
6	You shall not commit adultery.	You shall not kill.
7	You shall not steal.	You shall not commit adultery.
8	You shall not bear false witness against your neighbour.	You shall not steal.

SL No	According to the Catholic Church	According to the Protestant Church
9	You shall not covet your neighbour's wife.	You shall not bear false written against your neighbours.
10	You shall not covet your neighbour's goods.	You shall not covet your neighbour's goods.

Work in a group

The separation between “Duty” and “Prohibition” matter

In the Ten Commandments, there are some duties and some prohibitions.

Now your teacher will tell you to separate ‘Duty’ and ‘Prohibition’ from the Ten Commandments.

According to the instruction of the teacher, 3-4 of you divide in a group and work on the table below by discussing and presenting in class.

SL	Duties	SL	Duties
1	You shall worship your God and serve only him.	1	Do not take God's name in vain
2		2	
3		3	
4		4	

For living a holy life ten Commandments are God's given instruction. Jesus Christ confirmed the commandment fully. Let's see, what Jesus talked about it.

Jesus' main two Commandments

Luke 10: 25 – 28 Verse (NIV)

Once a religious teacher come to Jesus. To test Jesus the Teacher said, “Lord, what can I do having and eternal life?”

Jesus replied him “What is written in the Moses Law? What he got there?”

That religious Teacher replied Jesus, ““Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind”; and, ‘Love your neighbours as yourself.’”

“You have answered correctly,” Jesus replied. “Do this and you will live.”

Let's make it easy

That teacher of the law knew that it is not possible to gain eternal life without obeying God's given ten commandments. He asked Jesus because he wanted to see whether Jesus' answer was on behalf of the Ten Commandments or not. We understand that he did not come to abolish the law of Moses but came to fulfil it. He said to that teacher of law that supposed to obey the Ten Commandments. Moreover, the main theme of the Ten Commandments is every one of you love your God with all your heart, with all your soul and with all your mind, and love your neighbour as yourself. Jesus has given two commands based on the Ten Commandments.

Let's See Video

Conversation between the teacher of the law and Jesus Your teacher will show you this story through video.

The video link is given here you can watch it on YouTube.

The Good Samaritan (Luke 10: 25-37)

<http://youtube.com/watch?v=osfQg4yKtq8&feature=share>

With your teacher, you can also help your classmates who have challenges to see and hear.

Give thanks to your teacher and say goodbye.



Upohar 15-16

Let's know the underlying significance of the Ten Commandments

Exchange greetings with your teacher. Sing the given song together.

Jishur Ghrinár rajje enesho tomár prem

Ei preme, probhu, amader koro probudho!!

1. Jishu, hingsar rajje enesho tomar santi
Ei santite, probhu, amarder koro probudho!!
2. Jishu, adhar rajje enesho tomar joti
ei jotite, probhu, amader karo probudho!!
3. Jishu paper rajje enesho tomar krush
Ei krushe, probhu, amader koro probudho!!

(Gitabli-195) or similar Hymn could be sung from Dhormosangeet/Christo sangeet

In this session, the teacher will make you understand easily the underlying meaning of the Ten Commandments. Listen attentively to the teacher. You will obey the Ten Commandments in your life. For this, you would understand the moral lesson and values of these Commandments. After the teacher finishes, you will give a speech on the topic. The Commandment on which you speak will be chosen by lottery. The teacher will write the number of Commandments on the piece of paper and keep it in a box. If students are more than ten, multiple pieces of paper will be the same number.

Now let's know the underlying meaning of the Ten Commandments

1. Commandments to obey God

The first there/four commandments of the Ten Commandments instructed to love and worship and serve only God. We shall worship only God, no one else. Strong attraction to worldly things can be compared to idol worship. Many times we are addicted to other things rather than showing passion and love for God. When our love, time, life, passion, goals, and everything surrender to gain money then passion and love for God

Let's know the underlying significance of the Ten Commandments are absent in our hearts.

We shall honour God's name. Shall not take God's name in vain. Shall not swear falsely by uttering His holy name.

We shall observe Sabbath or Lord's Day sacredly. God has finished all action and took rest on the seventh day. As he valued this day, we should observe this holy day with due respect by taking a break from all busyness. We shall be united with God in comfort and peace to obey this commandment. The church's ordinance is that the sabbath or Sunday shall participate holy communion. For this, we shall restrain from all kinds of physical labour and engage in prayer and work of mercy. Once in a week. We will switch from worldly work to thanking God. This rest will renew our spirituality to start another new week. Jesus had joined worship service regularly on Sabbath. He increased the importance of the day by healing the sick. He said the Sabbath is for man, man is not for the Sabbath.

2. Commandment on duties toward people.

Children are obliged to their parents. We respect God through respecting our parents.

God created human in His/Her image, so, all human is our neighbor. He who is selfish cannot love others. Love your neighbour as yourself. We will sympathize with our neighbour's pain and rejoice in his joy. We shall give them time from our busy schedule to eradicate their loneliness, help in need and serve while they sick.

If there is true love for a neighbour, no one will steal, murder, bear false witness, covet another's things, and will not covet another's wife. We shall not covet for anything of neighbour. Shall not insult neighbours falsely by their name.

Man and woman become husband and wife relationships through marriage customs. Adultery is infidelity against marriage being unfaithful to wife/husband and attractive to another wife/husband or woman/man is called adultery. Adultery is a sin against the holiness of body and mind.

God gave human life. Nobody has the right to take it or kill it. Murder is a great sin. We shall love our lives and protect others' lives as well.

Now teacher will give you five minutes to meditate. This time you will think deeply about what the teacher talked about commandment and prepare yourself to give a speech. Fear not, try to speak fearlessly what the commandment you get by lottery.

Lottery and Instant Speech

The teacher will put a prepared spice of paper with numbers in the box on the table. You one by one will take it from the box and give a speech on the topic according to the written number. Suppose you have gotten paper numbered 1. Then explain 1st commandments. While you give a speech, speak loudly and correct pronunciation. You will listen attentively while your classmate will give a speech. Encourage them by big hard beginning and end of speech.

Dear Students, How do you feel after delivering the speech? It is a wonderful experience being stand and speak on any topic in front of others. This will increase your confidence and you will never be afraid of taking before others.

Special instructions

Dear Students, You are obeying the Ten Commandments from Childhood under the guidance of family members, parents and teachers. In the next session teacher will give you instructions to propose a scrapbook/Digital documentary. If you make a scrapbook, then describe with pictures how you obey the Ten Commandments, If you make a digital documentary then make a video by smartphone that how you obey the Ten Commandments. Before the next session, you have to take preparation.



Upohar 17-18

Digital Documentary/Scrapbook Making

Dear Students,

The teacher may start this session with short words of Prayer. He can tell you to lead the prayer. You can be ready in advance. You can pray by thanking God that you have a beautiful family and ideal parents.

As I told you earlier, in this session teacher will let you make a scrapbook/digital documentary on the work related to the observance of the Ten Commandments. You must have come with preparation. Make a documentary or scrapbook of how you keep the Commandment in daily life and how it affects your life. The teacher will divide you into several groups to do the task. In particular, documentary making will be better because if anyone of you does not have a smartphone or camera someone else in the group could help him.

You, as a Christian boy or girl learned to say and kept the Ten Commandments since six/seven years old. For example, you believe in God and worship Him. Every Sunday participates in prayer at Church. Never give false witness against others. Respecting Mother and Elders. Don't use other people's things without telling them. This is the way the Ten Commandments observe loving God, respecting the elders, truthfulness, purity, cleanliness, loving neighbour or loving brother those values developed in you. By the observance of the Ten Commandments, your life becomes beautiful and holy.

Now make a digital documentary, about how you keep the Ten Commandments and how it affects your life. Carefully make video and audio of every event and function. If that's not possible then you will make a scrapbook by taking pictures of the work of observance of the Ten Commandments. For example, if you obey the commandment 'shall not steal'. Then you can show that you want to pluck flowers from the school garden, but you have restrained from the plucking flower because of remembered the commandment 'shall not steal'.

Hopefully, you will make a digital documentary/scrapbook and submit it to the teacher.

Loving God alone and loving a neighbour as yourself is the core of the Ten Commandments. Jesus said that by loving God wholeheartedly and loving neighbor one will be able to have eternal life. In Mathew 10: 25-28 Verse, the main two commandments given by Jesus supported the Ten Commandments fully.

Home Work

Marriage is an initiation in the Christian religion. Family formation begins with a marriage ceremony. In the next session, you will describe on experiences of the marriage ceremony where you attended. So, you would come well prepared to cover the description of the entire wedding ceremony from start to finish.



Dear Students,

In Anjali-2 you will learn the law of the Christian religion marriage commencement, familial and parent's responsibilities towards children and apply them in real life.

During this Anjali, you will be sharing your experience of attending the wedding of a Christian relative. You will have the opportunity to discuss and work in a group to do this. You can learn about it and let others know the wedding customs by collecting pictures of different stages of marriage from your family's, or relative's wedding albums for making photo collages. In the light of the teaching of the Holy Bible by watching wedding videos, and knowing the Christian custom of marriage, the good aspect of the ideal Christian family will be listed and presented in the group. In light of this learning, each student will visit a few families and make a flow chart knowing their structure and present it in the classroom. Family tree drawing, interviews, responsibilities of the family members according to the Holy Bible, analytical debate on responsibilities of family members and doing duty towards family members will apply in practical life.

Experience - 1



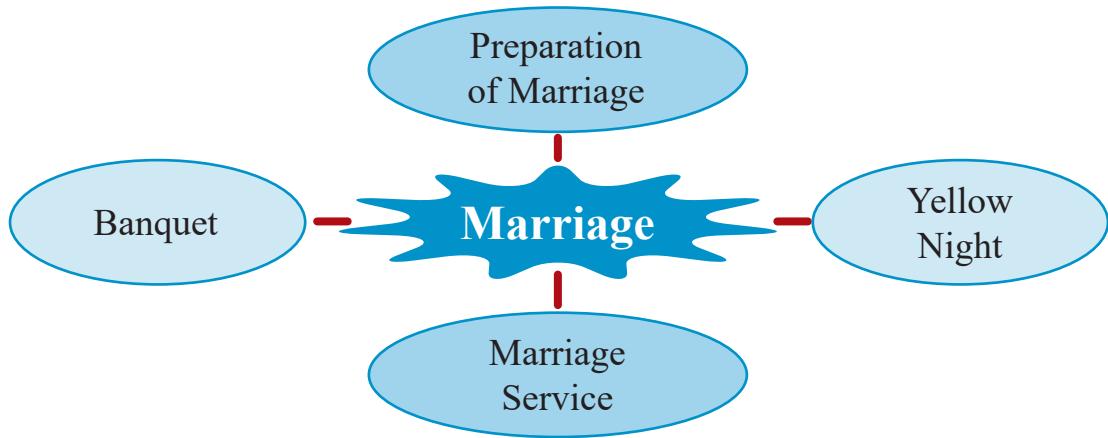
Upohar 19

Remembrance

Dear Students, exchange greetings with teachers and classmates. Ask classmates how they are by saying ‘Jesus loves you’. Thank God for giving me a beautiful family and starting the session through congregational prayer.

You must have thought and prepared at home to tell classmates about the experience of attending a wedding in this session. Sit in pairs as the teacher’s instruction decides how you will share the experience of attending a wedding of your relatives.

What you have seen at the wedding ceremony outlines that, so you can tell your experience nicely. A sample outline is given here.



Share the experiences of various functions you have seen by attending a wedding ceremony of your relative. Do not forget to take note of important subjects while you hear about experiences of attending a wedding ceremony for your classmate.

Thank your classmate for participating in the sharing activity of experience of the wedding ceremony and completing the session.

Homework

Each one of you will bring a picture of the different processes of a Christian Marriage. For this, you bring a picture of your Parents, Elder brother, Sister or close relatives’ picture from the marriage album.



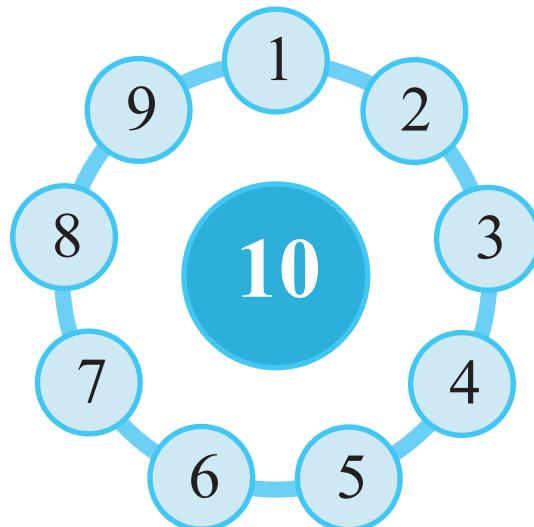
Upohar 20

Let's Make Photocollage

Dear Students, in this session you will get an idea about customs by making a photo collage. Picture, scissors, poster paper and gum are kept in your collection for making photocollages.

Greet the teacher and classmates and start the session with congregational prayer. According to the teacher's instruction divide into groups of four. Every group collected one poster paper. Now you make a photo collage with pictures in a group. Make the photocollage by arranging the different stages of the wedding in order. A common Christian wedding ceremony includes engagement/betrothal, banns, turmeric ceremony, ring exchange, garland exchange, wedding service, signing the marriage certificate, banquet, honeymoon and family. You can reveal a total picture of a wedding ceremony by keeping photos of these stages of the wedding.

A sample of photocollage is given below. As like this or you can put your thought to prepare new photo collage.



Academic Year 2024
Dear Students, in the next session you will present a photocollage you made. For this, think about what customs were followed while performing the various processes. In this regard, each group prepared in advance so that you can present nicely.

Greet your teacher and classmates and close the session.



Upohar 21

Photocollage Presentation In The Classroom

Dear Students, you may need rope, glue and clips in this session. Collect those things from your teacher that you can hang photocollage by rope/clipboard/gum on the wall.

Exchange greetings to all and start the session with a short prayer. Share with others how it was to learn by photo collage making and knowing wedding customs through pictures. Beginning of the session sing a song given below or a well-known equivalent song according to the teacher's instructions.

Amra Ek probhur premer Bondhone

Amra ek probhur permer bondhone, Amra ek probhur premer Bondhone

Eso probhur atmate atmay mili eksathe.

Amra ek probhur premer bondhone.

Eso sobe mile kori probhur gan eso boli je prem diesen tini.

Eso sobe milai hat jate gogat jante pak

Amra ek probhur premer bondhone.

Christo Sangeet (NG -31)

<https://youtu.be/izbqltLLuYUI?feature=shared>

Today you will present the photocollage that you prepared previous class in the group by using various functions in order. In the beginning, those photo collages hung on clipboards or pests on the wall according to the teacher's instructions that all could see. Two from each group describe the subject of the photo collage you made. One of you presents an outline of the marriage ceremony by seeing the photocollage and the other one presents the rules followed in the marriage ceremony by seeing the photocollage. Each one of you will finish your presentation in time according to the teacher's instructions.

Home Work

In the next session, you will bring in a written notebook good aspects of an ideal Christian family by learning from a parent/guardian.

Finish the session by thanking the teacher and classmate



Upohar 22-23

Making A List

Dear Students, greet your teacher and classmates and start the session with praying together.

Divide into groups as necessary according to the teacher's instruction. Select a group leader in each group. Do not be worried if you are not selected as group leader. Important things you are participating in and working together. Make a list of what you learned from your parent/guardian about the good side of an ideal Christian family. Present the list in the classroom. Making a list and presentation would be finished within due time as the teacher determined.

A sample is given below

S.L	Good Sides of an Ideal Christian Family
1.	
2.	
3.	
4.	
5.	

Be thankful to your teacher and say goodbye.



Upohar 24-25

Bible Reading And Explanation

Marriage and Family

Dear Students, in this session you will learn about marriage and family from the Holy Bible teacher. Greet the teacher and classmates and participate in prayer. According to the teacher's instruction sing the song given below or a similar song.

Abar gao, Misti shore Gao

1. Abar gao Misti shore gao
 Jibon daee bakko
 taha amay aro shikhao
 Jibon daee bakko
 Ishorer oi ukti
 shikhay bishas vokti

Refrain: Sundor bakko, modhur bakko
 jibon daee bakko

2. Christo Jishu den manob sobe
 jibon dace bakko
 O vai suno premer robe
 jibon daee bakko
 |dotto bina dame
 loaye shargo dhame

3. Kiba shuvo songbad dhoni
 jibon daee bakko
 khoma shanti tahe suni
 jibon daee bakko
 Jishu jibon data
 Jishu poritrata
 Christo Sangeet 156.

Link of song: <http://youtu.be/IN7CcKvJ2-A?feature=shared>

Man is created in the Image of God

Genesis 1: 27-28

“So, God created mankind in his own image, in the image of God he created them; male and female he created them. God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”

Let's make it easy

God is the creator of all human beings. He created all human beings with his transferable virtu so that his communication would be established with all. Man is the likeness or image of God for finite qualities. But due to the ungiven or infinite qualities, God is different from His/Her creatures. S/He created human being male and female. S/He planned the marriage between male and female. God's determination is for a man to marry a woman at a suitable age to form a family.

God's first blessing is that married couples give birth to children and replenish the earth. The second blessing is that responsibilities are given to them to take care of all creatures after replenishing the earth. Therefore, it is God's given holy duty to form a family by marriage at a suitable age, give birth to children, bring them up for God's purpose and take care of Creation.

Men and women are created to be life partners for each other

Genesis 2: 18-23

The LORD God said, “It is not good for the man to be alone. I will make a helper suitable for him.” Now the LORD God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. So the man gave names to all the livestock, the birds in the sky and all the wild animals. But for Adam no suitable helper was found. So the LORD God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man's ribs and then closed up the place with flesh. Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man. The man said, “This is now bone of my bones and flesh of my flesh; she shall be called ‘woman,’ for she was taken out of man.” That is why a man leaves his father and mother and is united to his wife, and they become one flesh.

Let's make it easy for you

Humans are social beings. He cannot live alone. He needs a suitable life partner. Only females can be suitable life partners for males. Similarly, only a male can be a life partner for a female. In the beginning of creation first of all the creatures of God were brought to Adam so that he named them and found out suitable life partner for his own among creatures. God caused Adam to fall into a deep sleep and he took his ribs and created women to be life partners of Adam. Now we can understand that deep sleep is deep prayer and dependence on God. Adam was delighted and happily named her female. The ‘female’ name is given because she is made from the body of ‘male’. There is very beautiful harmony within the bone, flesh, blood, intellect, emotion-feelings and responsibilities. There is no harmony found among other animals like humans. This is God’s plan that only females would be the worthy life partner for males. A male/female will marry to consist family at proper ages and multiply through produce children to continue the creation process.

Jesus Teaching On Devorec.

Mark 10: 1-12

“Jesus then left that place and went into the region of Judea and across the Jordan. Again crowds of people came to him, and as was his custom, he taught them. Some Pharisees came and tested him by asking, “Is it lawful for a man to divorce his wife?” “What did Moses command you?” he replied. They said, “Moses permitted a man to write a certificate of divorce and send her away.” “It was because your hearts were hard that Moses wrote you this law,” Jesus replied. “But at the beginning of creation God ‘made them male and female.’ ‘For this reason, a man will leave his father and mother and be united to his wife, and the two will become one flesh.’ So, they are no longer two, but one flesh. Therefore, what God has joined together, let no one separate.” When they were in the house again, the disciples asked Jesus about this. He answered, “Anyone who divorces his wife and marries another woman commits adultery against her. And if she divorces her husband and marries another man, she commits adultery.”

Let's make it easy

In Moses’s time, people’s hearts were hard. They were disobedient to God. People abandoned their wives for a very simple reason their verbal declaration. Due to the easy way to give up a wife, divorce has increased in society. There are many women whose lives became miserable after divorce. In that situation, to reduce the divorce rate Moses

gave the law of divorce by written. But it was not the way from the beginning. In the beginning, God created man as male and female so that they would have a relationship as husband and wife throughout their lives. For this reason, man will leave their parent and form a new family to live life long.

God speak with importance about peaceful post-marriage life that ‘what God has joined together; Man does not separate’. Moreover, Jesus said in holy scripture that if a man marries a woman other than his wife, he commits adultery against his wife. Same way, if a woman marries a man other than her husband then she commits adultery. Holy Bile discouraged divorce. For this, we need to say no to divorce and married couples need to lead life in obedience to God’s word.

Dear Students, now you will watch the video from the link bellowed. The teacher can also show you an equivalent video. See attentively, what rules are followed in Christian Marriage. Link added on that Subject.

<https://www.youtube.com/watch?v=FBUXE6WmVE4>

Making a list of rules of Christian Marriage.

Dear Student, divide into four groups according to the teacher’s instructions and select a group leader for every group. In Group, make a list of Christian marriage rules according to your learning from biblical teaching. Watch the video and present it in the classroom. Do it within the time given by the Teacher.

SL No	Christian Marriage rules/rites
1.	
2.	
3.	
4.	
5.	



Upohar 26-27

Family Visit and Making Flow Diagram of Structural Differences

Dear Students, in this session teacher will tell you to make a flow diagram. To make a flow diagram would go to visit relatives/a few families in your area.

Each one of you plans to visit five families, you choose which five families will be visited. In case of family selection, keep in mind the safety matter. Transportation matters also. You can accompany your parent/guardian with you. If you want, you can visit your neighbour's family.

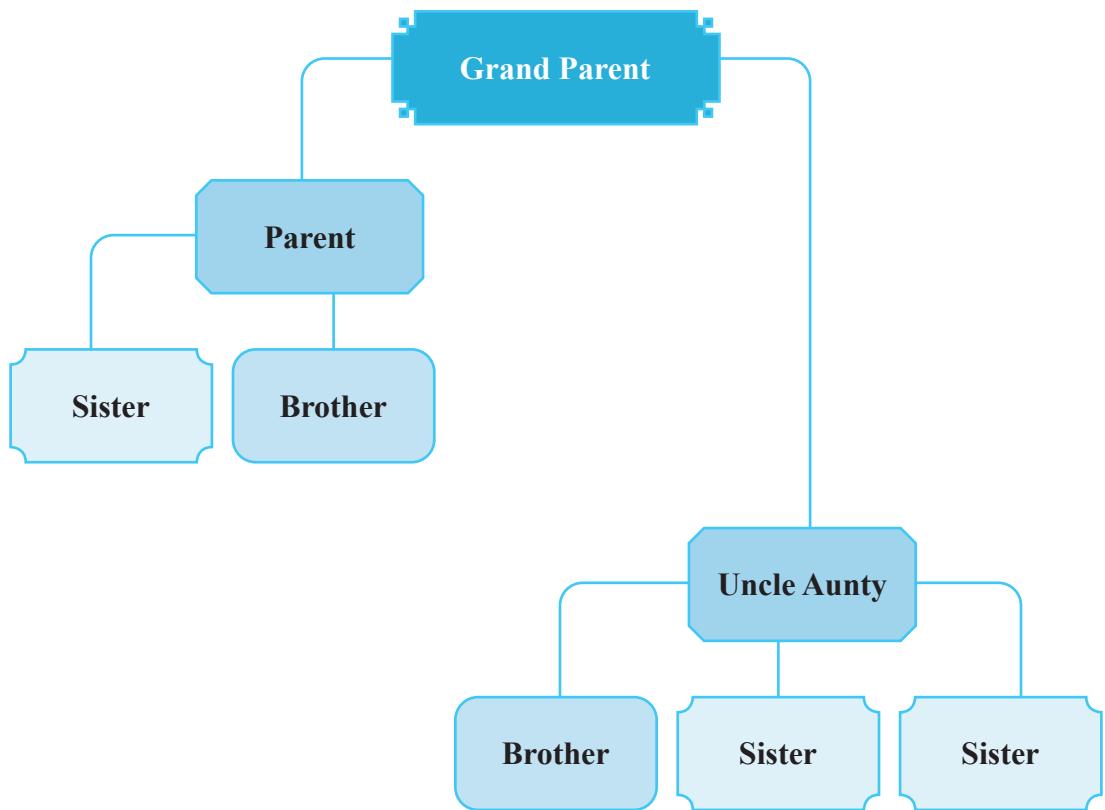
Set the day, date and time of your visit with the families so, that you can talk to them when you go. Let them know the objective of the visitation so that they may understand the importance of your visitation.

Family plays an important role in everybody's life. Your family can have a huge impact on how you feel about yourself and your life. With the change of time and age. What kind of change of family do you expect? Change of family could be structural instead of only cultural. Problem, Contradiction could have in the family. There would be problems and conflicts between families. Every family in the world has some individuality. There is no single right way to be a family and no two families are the same.

Note Significant Subject During Visitation

For those families you would visit, write down the structure of those families in your notebook. Be informed by asking if those rules and regulations are working behind the structural element. After finishing of visitation make a flow chart of the similarity and dissimilarity of the present structure. After making the flowchart will be presented in the classroom. Flow Chart Sample given bellow.

Family Visit and Making Flow Diagram of Structural Differences



Say thanks to your teacher at the end of the presentation.

Experience - 2

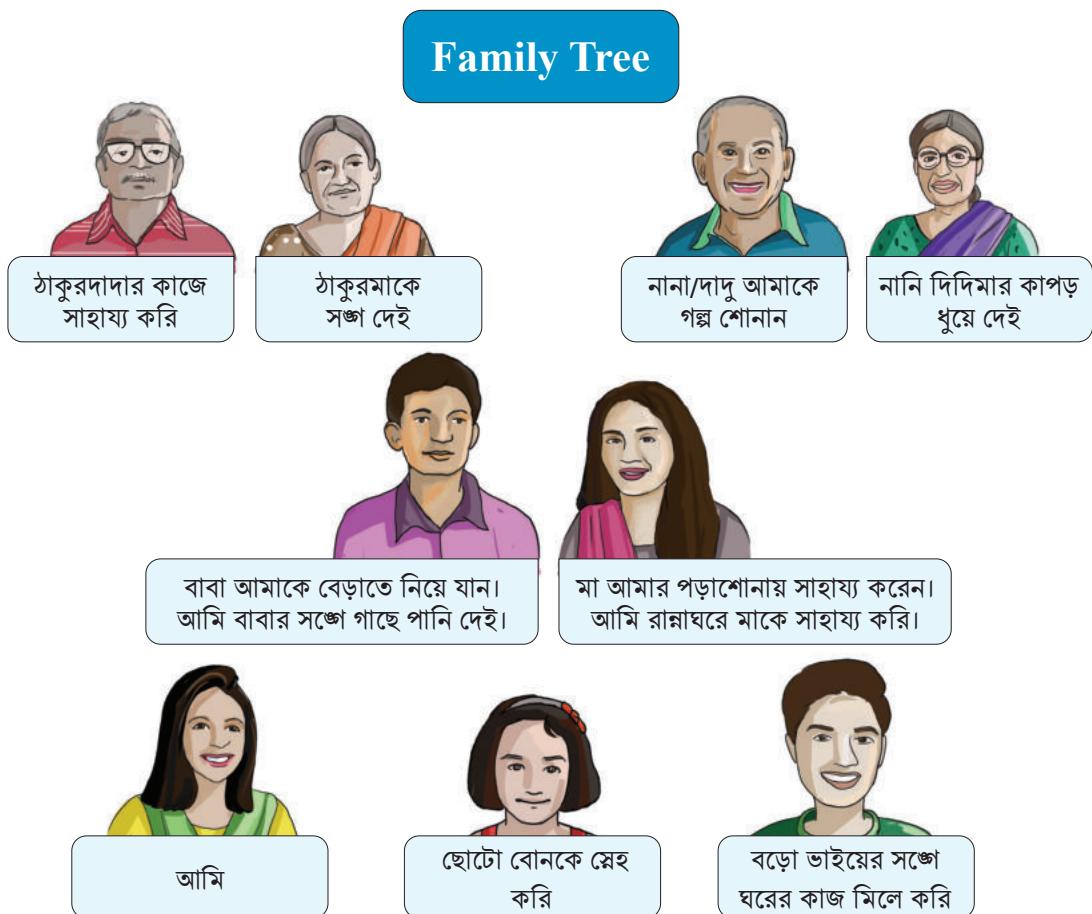


Upohar 28

Family Tree

Dear Students, Your Teacher may start this session by word of prayer. He can ask you to lead that prayer. You can prepare yourself for that.

Dear Student, every one of us has family. As I have a family, you have family as well. As I have father, father of father means grandfather, grandfather had father as well. Similarly, your grandfather → your father → you. This is how genealogy originated, you may have prepared a “Family Tree” in different classes. Now we will present the mutual relation of the family members and their mutual responsibilities through the family tree. An example of such a family tree is given below.



Family Tree

The teacher will present a family tree poster to you with the mutual relations and responsibilities of family members. Similarly, you will draw a family tree about the mutual relations and responsibilities of every member of a family. All members mentioned in family tree may not be applicable for you So that mention the members how many of your family.

Home Work

Dear Students, discuss with your parent/guardian about the family tree you would make. If you want to add more you can do so after discussion.

Say goodbye to your Teacher.



Upohar 29-30 Interview

The teacher can start class activities by greeting and reading the portion below from the Holy Bible. You can be prepared yourself by reading this part. Because the teacher can ask you to read from this part.

Proverbs 6: 6-11

Go to the ant, you sluggard; consider its ways and be wise!

It has no commander, no overseer or ruler,

yet it stores its provisions in summer and gathers its food at harvest.

How long will you lie there, you sluggard? When will you get up from your sleep?

A little sleep, a little slumber, a little folding of the hands to rest—

and poverty will come on you like a thief and scarcity like an armed man.

Work in Pairs

You might have finished the work on the family tree. You may have written your duty to family members and family member's responsibilities to you. The teacher will give you to do interesting work in pairs. You interview each other in pairs. It will be done in front of all in the classroom. The interview subject would be

--Your responsibilities toward parent/ guardian.

--Mother's, father's/ guardian's responsibilities toward you.

--Your responsibilities towards grandma, grandpa (Both sider),

Write a dialogue in the box (Like- Work according to the instructions of Parents/ Guardians, washing grandparents' clothes etc.)

You must take notes in your notebook, considering the relevant points individually. It will help you respond quickly during the interview. Some time will be allocated for this task, and you are expected to complete it within the specific time.

Once you have finished, each pair will be called upon to share their interview findings. The focus will be on highlighting any new information during the presentation. The teacher will encourage once all pair presentations are completed and summarize family responsibilities through questions and answers.

Say goodbye to your teacher by thanking him/her.



Students are interviewing each other



Upohar 31-32

Biblical Teaching on Family Members' Responsibilities

Dear students, the teacher will start the session with the selected hymn given here or a similar one from a hymn book. You can learn the hymn from YouTube or with the assistance of your parents/guardians.

প্রণাম করি মিষ্ট যীশু, আসি তোমার দুয়ারে
 আমার হৃদয়, বাক্য চিন্তা, কার্য সঁপি তোমারে।।

১. তোমার প্রেমের চিন্তা আমি মনে রাখব সতত
অপর কোন চিন্তার মাঝে যেন না হই বিরত।।
২. আমি তুলব চক্ষু তোমায় দেখতে উর্ধ্বে আগারে
আমার হৃদে প্রতি স্পন্দন শ্রীতি দিবে তোমারে।।
৩. আমি শুনব নিত্য নিত্য তোমার বাক্য সমুদয়
পালন করব তোমার ইচ্ছা শ্রীতিযুক্ত বাধ্যতায়।।
৪. অবশ্যে আসবে সন্ধ্যা দিনমান শেষ হয়ে
প্রণাম করব এসে তখন সেবার আনন্দ লয়ে।।
৫. আশীর্বাদ দেও, যীশু মোরে তবে আমি কাজে যাই
তোমার সঙ্গে রয়ে আবার তোমার সাক্ষাৎ পাই।।

- Gitaboli 503

In many ways, you have learned about your responsibilities towards family members and the responsibilities of family members towards you. Now, let's explore what is written in the Holy Bible.

Reading from the Holy Bible

The teacher will ask 2 or 3 of you to read Ephesians 5:22, 23, 25, 31-33. It's advisable to prepare by reading the passage beforehand. You might have the opportunity to read. Please recite the Bible passage with accurate pronunciation and a sense of reverence. If you have any mistakes, the teacher will correct them.

Biblical Teachings on Family Members' Responsibilities

Responsibilities of Husband and Wife

Ephesians 5:22,23,25,31-33

“Wives, submit yourselves to your husbands as you do to the Lord. For the husband is the head of the wife as Christ is the head of the church, his body, of which he is the Savior. Husbands love their wives, just as Christ loved the church and gave himself up for her.

“For this reason, a man will leave his father and mother and be united to his wife, and the two will become one flesh.” This is a profound mystery—but I am talking about Christ and the church. However, each one of you also must love his wife as he loves himself, and the wife must respect her husband.”

Let's make it simple

In these verses, the husband and wife are likened to the relationship between the church and Jesus. Just as a wife demonstrates obedience and humility towards her husband, we are also encouraged to exhibit obedience and humility towards the church and Jesus Christ. Similarly, a husband's love for his wife should mirror the sacrificial love shown by Jesus Christ, who gave His life to the church.

The Holy Bible guides husband and wife to be one, forming a new family. Parents often support them in building this new family. This truth is both important and profound. Saint Paul draws a parallel between the relationships of Jesus and the church and that of a husband and wife. Husbands are urged to love their wives in the same way that Jesus loved the church. Mutual respect is crucial between husband and wife.

Let us see what the Holy Bible says in Ephesians 6:1-3; Proverbs 1:8-9, 22: 6, 15; 23:22-25; 29:17 and Leviticus 19:32, regarding the relationship between parents and children.

Responsibilities of Parents and Children

Ephesians 6:1-3

“Children, obey your parents in the Lord, for this is right. “Honor your father and mother”—which is the first commandment with a promise - “so that it may go well with you and that you may enjoy long life on the earth.”

Proverbs 1:8-9

“Listen, my son, to your father’s instruction and do not forsake your mother’s teaching. They are a garland to grace your head and a chain to adorn your neck.”

Proverbs 22:6,15

“Start children off on the way they should go, and even when they are old they will not turn from it.” “Folly is bound up in the heart of a child, but the rod of discipline will drive it far away.”

Proverbs 23:22-25

“Listen to your father, who gave you life, and do not despise your mother when she is old. Buy the truth and do not sell it – wisdom, instruction and insight as well. The father of a righteous child has great joy; a man who fathers a wise son rejoices in him. May your father and mother rejoice; may she who gave you birth be joyful!”

Proverbs 29:17

“Discipline your children, and they will give you peace; they will bring you the delights you desire.”

Leviticus 19:32

“Stand up in the presence of the aged, show respect for the elderly and revere your God. I am the Lord.”

Let's make it simple

The Holy Bible teaches that children should obey their parents as God expects. This lesson emphasizes the importance of showing respect to parents. When children honour their parents, they receive blessings and a long life. Parents’ guidance and teachings are akin to a crown on a child’s head and a necklace around their neck. Just as these adornments enhance one’s beauty, parental advice, and education reveal the finer qualities in children.

When parents educate children correctly, the lessons remain with them even as they grow old. Despite unknowingly making mistakes, they can rectify them through their parents’ love. Children are advised to listen to their parents attentively. As parents age, they should not be disregarded. Valuable education, wisdom and knowledge can be gained from them. It’s important to show respect to parents and all elderly individuals alike. Parents find joy in witnessing their children embracing a spiritual and wise path.

Single task

Dear students, in your previous session, you created a family tree depicting your family member's responsibilities. You have also learned about mutual responsibilities through interviews. Now, take a moment to analyze and write down how well the directions regarding family member responsibilities align with the teachings of the Holy Bible.

When students have completed their work, ask a few questions and get their answers. Other students will take notes if they get any new information.

Preparing for the Debate

In the next session, your teacher will guide you through a debate centred on the teachings of the Bible. The topic of the debate's topic is: "The Significance of the Roles of Every Family Member."

The teacher will divide you into two groups. One group will argue in favour of the topic, while the other will present against it. Discuss the assigned topic as a group and decide on your main arguments or points. Your teacher will use a unique process to choose three speakers from each group, and one will act as the team leader. Remember to prepare for the debate by bringing the necessary materials and notes from home.

Give thanks to your teacher.



Upohar 33

Debate Program

To begin the session, please participate in a prayer with your teacher.

Debate program

Today, you will participate in a debate centred on the teachings of the Holy Bible. The debate topic is “The Significance of the Roles of Every Family Member.” which you are already familiar with from your previous session.

The teacher has already divided you into two groups. One group will argue in favour of the topic, while the other will present against it. Your teacher will allocate a specific period for group discussions on the assigned topic. Simultaneously, other students will prepare to facilitate the debate proceedings. The teacher will select a timekeeper among you and one student will be assigned the role of the debate moderator.

Once the preparation phase concludes, your teacher will outline the debate rules. General speakers will have a three-minute speaking slot, while the group leaders will be granted five minutes each. This allocation includes an initial three-minute segment, followed by two minutes of rebuttals. Subsequently, the debate proceedings will commence.

At the debate’s conclusion, your teacher will declare the victorious team and acknowledge the best speaker.

In case your class consists of a smaller number of students, the teacher might adjust the approach accordingly for the topic.

Finally, thank your teacher for facilitating this enjoyable activity and say goodbye to your teacher.



Upohar 34-36

Responsibilities to family members

The teacher will begin the session with a word of prayer and greetings.

Work in pair

Dear students, the teacher will divide you into pairs. You have gained an understanding of your responsibilities towards your parents and elders. In pairs, discuss how you intend to fulfil responsibilities towards any two members of your family and create a plan. Make sure to finish the task within the allocated time. The teacher will assist you if necessary.

Homework

Before our next session, please complete this task at home based on your plan and record it in the notebook. If required, you can seek guidance from your parents or guardians.

Let's Complete the Information table

During the next session, the teacher will thank you for accomplishing the task. Please list two responsibilities you have fulfilled for your parents or elders in the table provided. Submit the completed information sheet with the signature of your parents or guardian.

Sample Data Table –

Student's Name:

Identity of the family member for whom you fulfilled your responsibility:

List of tasks you have completed:

The approach is taken to fulfil the tasks:

Your feelings:

Reasons for these feelings:

Name of the person who motivated you to carry on these responsibilities:

Later on, you are willing to carry on the responsibilities:

Parents/guardian's signature:

The teacher will thank you for the excellent work you have accomplished.

Continuous Task

Dear student, undertake responsibility for at least one family member before the second session of the third week of every month. Write down the activity on the designated page of your book, along with your parent's opinion and signature, as well as the teacher's signature. If your parents encounter difficulty with the table, kindly direct them to the text provided below this section in your book.



Dear parents/guardians,

your daughter/son or adopted child will be engaging in various responsibilities towards a family member. S/he will write down in the table given below - the date of each month's third week on which date s/he has fulfilled the task, to whom and how it was achieved. Please write your opinion regarding whether the task was accomplished in the designated cell.

Say goodbye to your teacher with thanks.

Performance table –

Month and Date of performance	Identity of the family member for whom you fulfilled your responsibility	List of tasks you have completed	The approach is taken to fulfil the tasks	Your feelings	Reasons for these feelings	Name of the person who motivated you to carry on these responsibilities	Later on, you are willing to carry on the responsibilities	Parents/guardian's signature	Teacher's Signature



Dear students,

in ANJALI 3, you are about to embark on new experiences. Each UPOHAR to you will bring you enjoyable moments that will offer you a comprehensive understanding of societal development through sacrifice and service. During this ANJALI, you will delve into the biographies of some noble individuals (Father Charles J. Young, Ms. Alan Arnold and Greta Thunberg), discovering their impactful contributions to service initiatives. Moreover, you will encounter practical challenges aimed at empowering you to engage in selfless service for the betterment of society in the future. Simultaneously, you'll have the opportunity to immerse yourself in the well-being of people, nature, and society. By drawing inspiration from Christian religious teachings and embodying compassion, you'll be constantly motivated to contribute positively to the welfare of all.

Experience 1



Upohar 37

Let us go for a visit

Dear students, in this session your teacher will guide you on a visit to the residence or institution of a notable individual within the vicinity of the school. We hope you are excited about this new adventure, and going to have new experiences.

Day of the Visit

Please ensure you arrive fully prepared, as instructed by your teacher. Throughout the visit, maintain discipline and respect for the surroundings, as directed by your teacher. Take this opportunity to closely observe and appreciate the sacrifices and acts of service undertaken by the esteemed person whose home or establishment you are about to explore. Should the chance arise, engage in an interview with the individual in question. Gain insights into their endeavours for societal well-being and the personal sacrifices they made in the pursuit of such noble service. If there is no opportunity to interview the esteemed person, consider conversing with members of her/his organization or family. If there is any book or publication about her/his biography, extract relevant information. Please take the necessary notebook and pen to note down the gathered data. Following the visit, express your gratitude to the respected person or the family. Subsequently, adhere to your teacher's instructions for the return journey.

Say goodbye by expressing gratitude to the teacher for leading you on the visit.



Upohar 38

Writing on the Poster Paper

Dear student, your teacher may ask one of you to begin the session with a word of prayer, so be prepared to pray.

During this session, you will be paired with a classmate by your teacher. You will discuss your previous visit experience in pairs and then transfer your insights in the provided poster paper and subsequently, present your findings. The teacher will provide you with the poster paper and other necessary things for this purpose.

Poster Writing

Dear student, we trust you have found a partner to collaborate with in creating the poster. In the previous session, you visited a dignitary's residence or institution and conducted an interview. Now, engage in a discussion with your partner about the experience. Once your discussion is complete, compile a list of at least six facets related to the person's service, particularly focusing on their sacrifices.

List of Six Key Aspects

1. The individual's Identity of distinguished personality (e.g., Freedom Fighter/ Missionary/Writer/Poet/ Doctor, etc.)
2. The purpose behind their service endeavours
3. The role played in the advancement of society
4. Sources of motivation for their service
5. Detailed Description of their service initiatives
6. Sacrifices made in the name of service

The teacher will give you poster paper and marker pens; please use them to make the poster. If you discover more than six aspects, please include them as well. When completed, please submit your poster paper to your teacher. Your teacher will ask you to present the list of services. Please prepare accordingly.

Presenting the Poster

When your teacher requests you to present your poster, carefully retrieve it from your teacher and affix it to the wall or board using masking tape. Your teacher will allocate a specific time slot for each group. During this designated time, you will present your poster and elucidate the various aspects of the service you have learned about and shared. If you have more than six points, include them and share them as well.

Upon completing your presentation, submit your poster papers to your teacher.

Remember that the content of your poster paper is of utmost importance. Before submission, ensure you have taken notes on these points in your notebooks.

Say goodbye to your teacher with gratitude.



Upohar 39-40

Service to others through sacrifice

Dear student, please greet your teacher and classmates. The session will commence with a hymn and a prayer led by the teacher.

বরষ আশিষ বারি

(আজি) অবিরত ধারে যীশু স্বার উপরি।

১. কি উপহার দিব আজি, গুণধাম,
এই এনেছি ভগ্ন চিত্ত হল পাপহারি।
২. জ্বাল প্রেম-অগ্নি সকল হৃদয়ে,
সবে পরসেবা তরে যেন প্রাণ দিতে পারি
৩. তব বলে কর সবে বলবান,
মোরা জীবন সংগ্রামে যেন জয়ী হতে পারি।
৪. পূর্ণ কর সবে পবিত্র আত্মায়,
যেন জগতেরে তব প্রেমে মাতাইতে পারি।

Christo Sangeet 154

In these two sessions, the teacher will discuss a deeper exploration of serving society's welfare through acts of sacrifice, drawing inspiration from the Holy Bible. There will be a discussion about a remarkable historical figure who exemplified selfless sacrifice in missionary work.

The Holy Bible reading

The teacher will ask one of you to read 2 Corinthians 11:16-29, from the Holy Bible.

The Sufferings and Sacrifices of Saint Paul

2 Corinthians 11:16-29

"I repeat: Let no one take me for a fool. But if you do, then tolerate me just as you would a fool, so that I may do a little boasting. In this self-confident boasting I am not talking as the Lord would, but as a fool. Since many are boasting in the way the world does, I too will boast. You gladly put up with fools since you are so wise! You even put up with anyone who enslaves you or exploits you or takes advantage of you or puts on airs or slaps you in the face. To my shame, I admit that we were too weak for that!

Whatever anyone else dares to boast about—I am speaking as a fool—I also dare to boast about. Are they Hebrews? So am I. Are they Israelites? So am I. Are they Abraham's descendants? So am I. Are they servants of Christ? (I am out of my mind to talk like this.) I am more. I have worked much harder, been in prison more frequently, been flogged more severely, and been exposed to death again and again. Five times I received from the Jews forty lashes minus one. Three times, I was beaten with rods, once I was pelted with stones, three times I was shipwrecked, I spent a night and a day in the open sea, and have been constantly on the move. I have been in danger from rivers, in danger from bandits, in danger from my fellow Jews, in danger from Gentiles; danger in the city, in danger in the country, danger at sea; and danger from false believers.

I have laboured and toiled and have often gone without sleep; I have known hunger and thirst and have often gone without food; I have been cold and naked. Besides everything else, I face daily the pressure of my concern for all the churches. Who is weak, and I do not feel weak? Who is led into sin, and I do not inwardly burn?"

Let's make it simple

St. Paul, a courageous evangelist, was always ready to sacrifice his life for Jesus Christ. Despite his privileged background as an educated Pharisee from a wealthy family, he relinquished his material wealth to spread the Gospel of Jesus Christ and endured significant hardships for his faith. This is evident from his writings in 2 Corinthians 11:16-29, where he vividly outlined the trials he underwent. His willingness to endure suffering was solely driven by his desire to illuminate the path to salvation for all humanity. St. Paul willingly forsook personal joy and comfort, embracing suffering until his passing, all to share the message of Jesus Christ. His concern extended to the well-being of the church, and he empathized with those leading challenging lives, sharing in their suffering. When we encounter the suffering of others in our own lives, we must empathize and extend our support to them.

During this session, we will also explore the life story of a noblewoman who made sacrifices for her comfort to serve others.



Ms Allen Arnold (1858-9th of July, 1931)

Birth and Calling

Ms Allen Arnold was born on July 5th, 1858, in Warwickshire, England. Her father, Alfred Arnold, was a jewellery businessman, and her mother, Jean, had migrated to Adelaide, Australia in 1879. At the age of 11, she was baptized at Flinders Street Baptist Church. She was encouraged by Reverend Silas Mid, pastor of the same church's dedicated herself to serving humanity. She received medical training and also trained two nurses at Adelaide Hospital in areas such as Malaria, Black fever, Cholera and Smallpox. In 1882, she made her first visit to Kolkata with her friend Mary Gilbert. She learnt Bengali at Kolkata Baptist Missionary Society Language School. Subsequently, together with Ms Gilbert, she visited Faridpur for the first time. However, she found it difficult to tolerate the weather in East Bengal, so she returned to Australia in 1884. In 1885, she returned to East Bengal with additional female missionaries.

The Glory of Sacrifice and Service

In 1885 Ms. Allen Arnold began her initial missionary service alongside other female missionaries in Cumilla. She took charge of the Australian Baptist Missionary Society there. There she bought land from the King of Tripura and constructed a missionary brick house, using coal transported by barge to produce the necessary bricks to build a house. Though the building work was completed in 1891-92, she could not return to that house while she was on vacation in Australia. In 1893, she directly went to Pabna, where she began her service focused on women's education, healthcare and preaching. She did not have a proper house for missionaries to live in, so Ms. Arnold rented a house to provide healthcare services. Alongside her ministry, she initiated writing to her friends to raise funds for a mission house in Pabna. Through her prayer and hard work, she managed to collect enough funds, and in 1911, she constructed a mission house known as Jenana House (Originally named John Price House). This house served as an Ashram to aid destitute women. Dr. Charles Hope and his wife, Dr. Lara Hope, joined Ms. Arnold in her healthcare endeavours. Starting in 1895, she supported famine-affected individuals in Dashuria with relief efforts and assisted the farmers of Kuclia marshland by providing seeds. She established a mission station, a girl's school, and a boy's school in Kuclia.

This hard-working young foreign woman was passionate about conducting healthcare service from the Jenana house. However, she was eventually compelled to leave the mission house she had built with tears in her eyes. The Australian Baptist Missionary Society's insistence on her accepting a pension and relocating led to this decision. She departed the mission house on that sorrowful day and travelled to Ataikhola Mission station in a cow cart, 12 miles from Jenana Mission House. In 1902, Ms. Arnold started her service in Ataikhola and Bera - both marshland and jungle areas. Malaria, Black fever, and, in summer, Cholera outbreaks were common, and she provided free healthcare. Eventually, a healthcare centre was established in Ataikhola. She attended to patients daily, offering medicines at a nominal cost. Ms. Arnold used to prepare medicine mixture in glass vials, which she would boil thoroughly. As most of the patients were illiterate, she stored the medicines as liquid solutions in the vials to ensure proper treatments.

Interestingly, an Insurance policy was opened in her name without her consent. In a letter from 1928, she wrote, "I never opened any insurance and never saved any for my old age, so I do not ask for anything else except my Father in heaven." She never received any insurance benefits. The British Governor visited Ataikhola to observe her healthcare service, and in 1929, she was honoured with the highest award from the British Government, the "Kaiser-E- Hind" award. However, she humbly declined to accept the award, echoing Jesus' words, "I came to serve but not to be served."

Death

In March 1929, she left for holidays in Australia, yet her thoughts were never far from the destitution of the people in Bengal. The haunting images of the extremely impoverished, pale, hungry, and sick faces of the region lingered in her mind. Fueled by compassion for their suffering, she ardently desired to return to Ataikhola. However, her frail health prevented her from doing so, as the mission board opposed her return. Despite these obstacles, she defied everyone's counsel and eventually made her way back to Ataikhola in March 1930. Upon her return, she resumed her work with the same vigour despite her advancing age and fragile health. Although she did not construct a new house in Ataikhola, she chose to reside in a modest hut. Unfortunately, she falls victim to a life-threatening illness. The Mission Board was eager to provide her with medical treatment, arranging an operation. However, in one of her letters, she expressed her desire to remain in her current residence, stating, "The Mission house should not take me back; I want to live in this house until my Lord takes me to Him." On the 9th of July, 1931, she breathed her last at her mud house in Ataikhola. She established a Christian graveyard by the bank of the Ichhamoti River, adjacent to the Dhaka-Pabna highways. Her burial site continues to bear witness to her legacy even today.

This hard-working noble woman left the comfort of her own home to reside in a humble hut among us. She consistently declined honours, facilities and gifts offered to her. Regardless of the circumstances – whether rain, cyclone or sunshine – she served patients, travelling on a bicycle, cow cart or boat. She frequently faced rain and storms as she journeyed to provide care in the marshlands. Similar to St. Paul who endured torment, hunger, poverty, sickness, shipwreck, and adversities for the cause of Jesus Christ (2 Corinthians 11: 16-29), Ms. Arnold led a life of sacrificial service, emulating Apostle Paul's commitment to the service of humanity.

Source : ড. ডেনিশ দিলিপ দত্ত, আশীর্বাদের ঝর্ণাধারায়, বাংলাদেশ ব্যাপ্টিষ্ট চার্চ ফেলোশিপ, ঢাকা। পৃষ্ঠা নং ৩৯-৪৫, ৮৭

Let's work alone

Description through Maps

To accurately depict her missionary journey, draw a map of Bangladesh on a blank sheet of paper. Refer to the provided map for guidance. Identify the regions (Upzillas) and districts (Zillas) from which she initiated her service, and then create a road map that illustrates her journey. Using arrow symbols mark the locations where she provided healthcare services with sacrifices and then give a short explanation on the right side of the paper.



Bangladesh Map

In the upcoming session, you will learn about the concept of service through sacrifice, as explained in the Bible, along with biographies of eminent individuals.

The teacher might ask you to lead the prayer, or s/he might do so. After the session, please express your gratitude to your teacher and say goodbye.



Upohar 41-42

Service through Sacrifice for Cooperative Development

Dear Students, In the last two sessions, you gained valuable insights into suffering and sacrifices made for service, drawing from the Holy Bible and the biography of a 19th-century missionary. In these next two sessions, focusing on the Holy Bible and the biography of a missionary, you will look into the concept of service through sacrifice for cooperative development. The teacher may request you to read from the Holy Bible, therefore, please prepare yourself to read from the Bible.

Holy Bible Reading

The teacher will call upon one of you to read Acts 4:32-37 and Mathew 7:12 from the Holy Bible. Be prepared to read, or you can ask your teacher for permission to take on the responsibility.

Attitudes of Sacrifice and Service Among the Disciples

Acts 4:32-37

“All the believers were one in heart and mind. No one claimed that any of their possessions was their own, but they shared everything they had. With great power, the apostles continued to testify to the resurrection of the Lord Jesus. And God’s grace was so powerfully at work in them all that there were no needy persons among them. From time to time those who owned land or houses sold them, brought the money from the sales and put it at the apostles’ feet, and it was distributed to anyone who had need. Joseph, a Levite from Cyprus, whom the apostles called Barnabas (which means “son of encouragement”), sold a field he owned and brought the money and put it at the apostles’ feet.”

Mathew 7: 12

“So in everything, do to others what you would have them do to you, for this sum up the Law and the Prophets.”

Let's make it simple

Those who believed in and accepted Jesus were not wealthy or well off, but mostly came from poor backgrounds. To follow Jesus and embrace His teachings, we must be willing to sacrifice worldly wealth and treasures. This teaching deeply influenced them. Those who were rich pooled their resources together, creating a communal fund from which both poor and rich could draw according to their needs. It was somewhat like a cooperative society, where everyone lived on equal footing. Just as Jesus sacrificed His life, His disciples offered up their wealth to support their fellow Christian brothers and sisters. This collective effort eradicated poverty and raised their quality of life. We, too, can assist those in need with whatever resources we possess. Let's remember that what we expect from others is also what they desire from us. Thus, let's not solely focus on ourselves, but instead, stand in solidarity with those who are struggling. This mirrors God's expectation of service from us.

Today, we will learn about someone who exemplified selflessness by standing with the afflicted. He is Father Charles J. Young, CSC.



Father Charles J. Young (1904-1988)

Birth (Early Life) and Education

Father Charles Joseph Young, CSC, was born in 1904 in New York, United States. His mother Mary and father Daniel were a respected family. Charles was the third of four children. Tragically, his mother passed away while giving birth to their fourth child. His father Daniel looked after the children and continued his service which was hard for him so he sent Charles to an orphanage home. Charles then joined a Seminary as a guard. Following his primary education in the orphanage, he enrolled in The Most Holy Rosary High School in New York. His interest later shifted towards pastoral work in Bangladesh. At the age of 19, in 1923, he joined the Holy Cross Seminary at Notre Dame University. After completing his studies, he entered the Novitiate at the same University.

Calling

Father Charles took his first vow on 2nd July 1925. He took four vows: poverty, celibacy, obedience and preaching the Word of God abroad. On the 24th of June, 1933, he was ordained as a Priest and in that same year in October, Father Charles departed for East Bengal (Present Bangladesh) and arrived in Dhaka on the 25th of November, 1933.

Primary Thoughts on Co-operative Credit Societies

Father Charles, worked for a long time in the Mymensingh area. He witnessed the extreme poverty faced by the people and realized that merely providing money would not change their circumstances. To alleviate poverty he experimented with various approaches. At last, he discovered that a Cooperative credit society could bring about lasting change. To convey this idea, he met Archbishop Lawrence Glaner and explained to him the idea of alleviating poverty. By seeing Father Charles' interest in it, the Archbishop sent him to the Coady Institute in Antigonish, Nova Scotia, Canada, to study the Co-operative Credit Societies. Two years from 1953 he studied there and then returned to East Pakistan (Present Bangladesh).

Birth of Credit Union

After returning to Dhaka in 1954, Fr. Charles travelled from one mission to another, training priests in this concept. On the 3rd of July, 1955, the first Co-operative Credit Society meeting took place in Laxmi Bazar, Dhaka, and there they formed a committee. It was the first Co-operative Credit Society meeting in Bangladesh. Subsequently, it

was officially registered as the “Christian Co-operative Credit Union Limited”, under the Bengal Societies Act, 1940 on the 13th of March 1958.

Contribution to Alleviating Poverty

Fr. Charles initiated various initiatives to liberate people from the curse of poverty. He tirelessly organized and motivated people about the Co-operative Credit Society in Moriognagar, Biroidakni, Baromari, and Ranikhong within the Mymensingh Diocese. He established rice banks in those regions. Similar to how Jesus' disciples and believers pooled their resources together, from which they could draw according to their needs. (Acts 4:32-37).

Father Charles utilized the rice bank to meet the needs of the less fortunate. He set an inspiring example by providing crops, seeds, domesticated animals and money to lift the destitute from their dire situations. Instead of relying solely on foreign aid, he inspired the local people to contribute financially and utilise these funds for relief efforts and education in disaster-stricken areas of the country. For this purpose, he established a relief and rehabilitation organization called CORE along with fellow Priests. He dedicated himself to rehabilitating hundreds of thousands of individuals affected by the 1971 liberation war. CORE later evolved into Caritas Bangladesh, currently active in remote areas of Bangladesh.

Death

Father Charles J. Young died on the 14th of November, 1988. His contribution to the development of present-day Christian society remains unforgettable. His legacy lives on through various developmental activities undertaken by “The Christian Co-operative Credit Union Limited” and “Caritas Bangladesh”.

Source: Smita Emelda Rozario, Pioneer of Cradit Union Movement Father Charls J Young, CSC (36 Years of Publication of Somobarta, Edition 36*, Volume 2,2022). Page: 26-28.

Let us give our feedback

Your teacher will give you a white paper to give your feedback. Please address the following topics in your response:

1. What experiences have you gained from the interpretation of the Holy Bible and from the biographies of the two great individuals who served through sacrifice?
2. How can you engage in similar acts of service for the betterment of society?

Once you have completed your writing, kindly submit it to your teacher.

Instruction for the Upcoming Session

Let's Engage in Community Service

The teacher will divide the class into two to three groups based on the number of students. Each group will establish a service-oriented organization. You are free to choose a name for your organization, such as (“Sobuj Seba Sangha”, “Ananda Mukh”, “Pashe Thaki Songathan”, “Seba Sangha”, “Name of your local area”, etc). Your task involves planning and executing charitable activities that contribute to societal development. For this, your teacher may give you one week or more. During this period, your group will collaborate on service projects, recording the sacrifices you make (Such as time, money, food, health etc.). Someone from your group will record the daily activities. You will capture photos of your activities and if possible collect information from the beneficiaries. Afterwards, you will write a report on your organization’s activities. In the next session, you will create a portfolio that will include the sacrificial service work you have done through your organization.

What is a Portfolio?

A portfolio is a collection of documents stored chronologically in a file. It contains your organization’s daily service work journal, photographs, summaries, and comments from recipients.

After the session thank your teacher and say goodbye.



Upohar 43

Portfolio presentation

Dear students, extend a warm welcome to your classmates and your teacher.

Throughout the previous sessions, you have gained a clear understanding of service through sacrifice by visiting your area, listening to biblical interpretation and reviewing the lives of two remarkable individuals. Based on that, today you are going to present the portfolio of your services which you did in your area. The teacher will allot ten minutes to each group to present their achievements with pictures. After the presentation, the other team members can ask questions to your team for better understanding and your team members also can ask questions to other teams. Print out your portfolio photos and arrange them on the display board during the presentation so that you can present the details nicely.

Let us present the portfolio

Before the portfolio presentation, draw pictures of your service work one by one on the board so that everyone can see them. Then, show pictures of your organization's activities explain your service work and read a concise report. The teacher will give you a specific time limit for your presentation, so make sure to present within that timeframe.

Upon completion of the presentation, collect all your group work and submit the portfolio to your teacher.

Give thanks to the other groups or organizations for their kind acts of service. Then, say goodbye to your teacher.

Experience 2



Upohar 44

Get an idea from the pictures

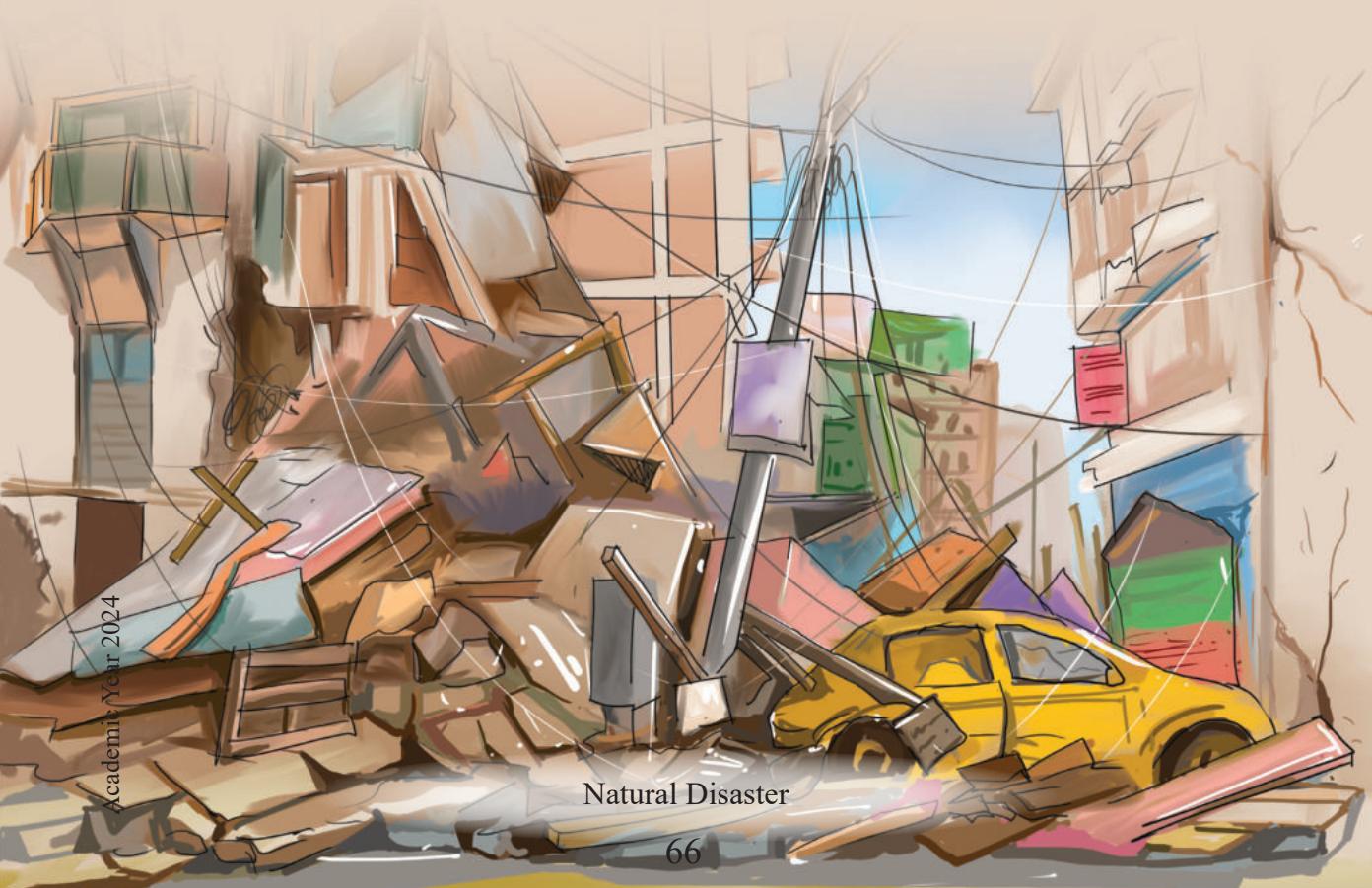
At the beginning of this session, the teacher will show you some still images of natural disasters. Then s/he will show you a video.

A possible video link is given below –

<https://youtu.be/ay416AyoqRU?t=218> OR

<https://youtu.be/OFZXxb3FNkw?t=512>

The teacher will use multimedia and screen to show videos. The teacher may display the photos in the classroom with on string for all to see. Ensure you are seated where you have a clear view of these materials.





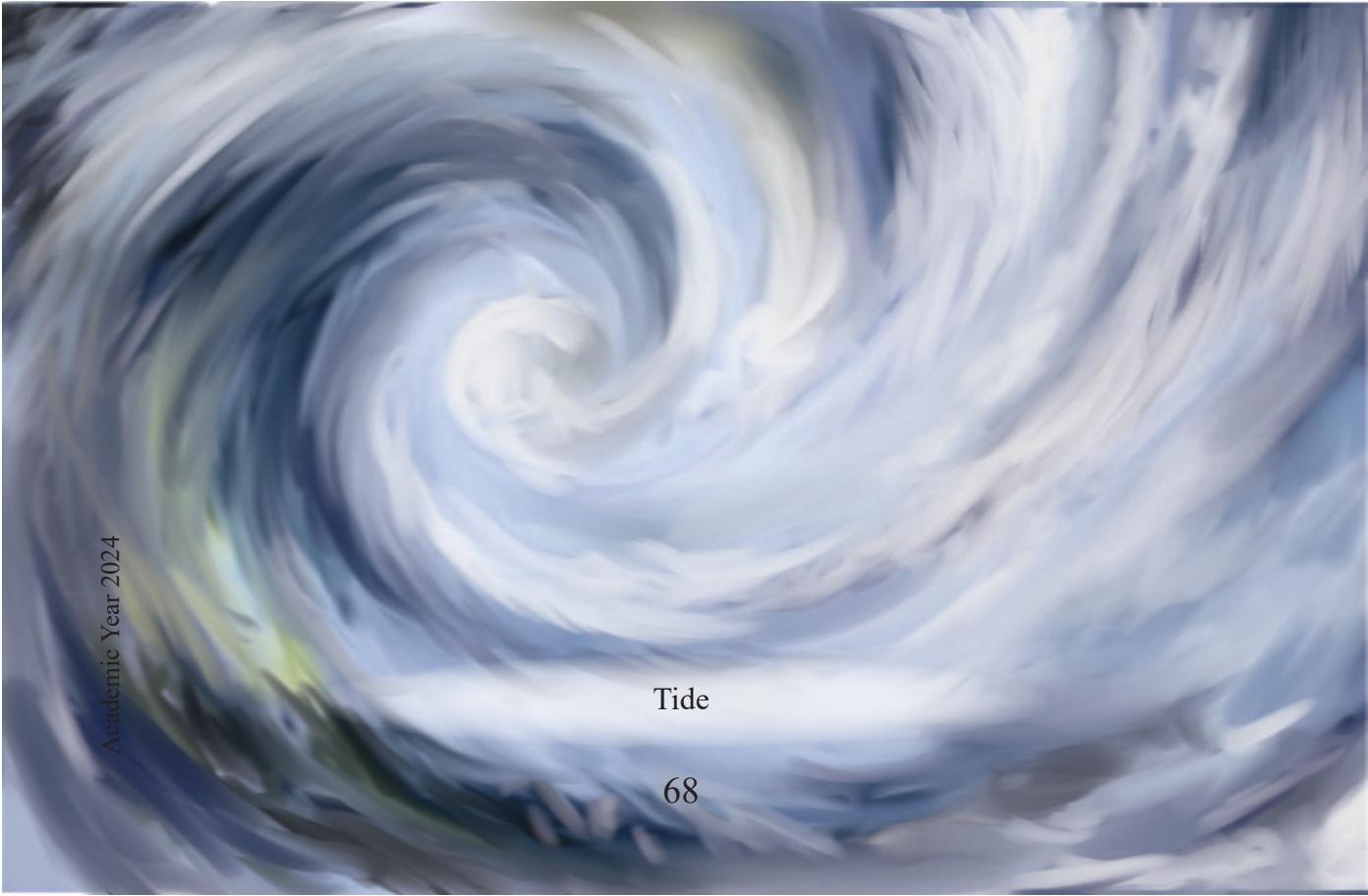
Mountain Collapse

Get an idea from the pictures

The Fire



Tide



While viewing videos and photos, be an attentive observer alongside your classmates. Your teacher will be monitoring your engagement. Study the displayed still images closely. Afterwards, take time to reflect on your observations. You will have an individual task based on your reflections, assigned by your teacher. Remember to complete this task within the allocated time.

Did the photos and videos spark ideas about different types of disasters and their underlying causes? Record your insights in the provided table below.

<p>1. What are the types of natural disasters?</p>	<p>For example:</p> <ol style="list-style-type: none"> 1. Flood 2. 3.
<p>2. What are the causes of natural disasters?</p>	<p>For example:</p> <ol style="list-style-type: none"> 1. unregulated road construction... 2. 3.
<p>3. How are people mitigating disasters in still images and videos?</p>	<p>For example:</p> <ol style="list-style-type: none"> 1. People are helping one another. 2. 3.

When you complete you submit your work to your teacher. The teacher may talk with you in this regard, please be ready for it.

To prepare for the upcoming class please remember to bring an old calendar for constructing a flipchart and bring some drawing tools.

Teacher's Observation

The teacher will assess your ability to articulate your understanding of disaster response strategies.



Upohar 45

Let's prepare the Flipchart

Today's session involves group work. The teacher will divide you into two or three groups, based on the number of students. The teacher will select a leader from each group; this could be you or other members. If you aren't chosen as a leader, don't worry - participating in a group is interesting and equally engaging.

Group Discussion and Flipchart Preparation

Hope you have watched the videos and reviewed the still images attentively. By observing them, you write down about disaster types, causes and prevention strategies in a white paper and then submit it to your teacher.

Today you have to make a flipchart through group discussion. By reflecting on your prior insights, you'll gain a deeper understanding of the current relationship between humanity and nature. In this situation, you will understand your role to play. During your discussion, explore natural disasters prevalent in your surroundings, their root causes, and possible preventive measures. Write down them by discussion in your group.

Make a flipchart with the information you have received from your group discussion. To do it use the old calendar you brought from your home. You can add pictures, and colours, with information on your flipchart.

The information given below will support you in group discussions.

Types of natural disasters

Cyclones, floods, high waves, earthquakes, landslides, droughts, forest fire, fire, river erosion etc. You may have more concepts you may mention in your group discussion. Then find out the causes of the natural disasters.

Causes for natural disasters

The causes may be cutting trees, unregulated road construction, poorly planned barrages and culverts, littering, unchecked urbanization, haphazard brickfield construction,

misuse of drainage systems etc. Explore more triggers for natural disasters during your discussion.

Prevention Strategies for Natural Disasters

Countermeasures involve conserving trees, systematic road development, well-structured barrages and culverts, responsible waste disposal, planned urban growth, organized brick field setups, optimized drainage systems, etc. If your group identifies more prevention avenues, discuss them collectively.

Types of natural disasters	Causes for natural disasters	Prevention Strategies for Natural Disasters

Presentation

Present your group's flipchart, created based on the insights from your discussion. As you present, take note of any valuable new information that emerges.

Teacher's Observation

Your teacher will assess your grasp of natural disaster types, causes, and preventive measures.



Upohar 46

Biblical Teachings on Nature Conservation

It is remarkable to consider that even though the Holy Bible was written thousands of years ago, it contains significant teachings about the conservation of both humanity and nature. These are very important and will be discussed by your teacher, drawing from the wisdom of the Holy Bible. Let's embark on understanding what the Holy Bible conveys about conserving both humans and the environment. Here are some Bible verses -

Genesis 2:15; Exodus 23:10-11; Deuteronomy 20:19; Deuteronomy 22:6-7; Isaiah 32:20; Proverbs 12:10.

Caring Creation

“The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Gen. 2:15).

Caring for the Land

“For six years you are to sow your fields and harvest the crops, 11 but during the seventh year let the land lie unplowed and unused. Then the poor among your people may get food from it, and the wild animals may eat what is left. Do the same with your vineyard and your olive grove.” (Ex. 23:10-11).

Caring for trees/plants

“When you lay siege to a city for a long time, fighting against it to capture it, do not destroy its trees by putting an axe to them, because you can eat their fruit. Do not cut them down. Are the trees people, that you should besiege them?” (Deut. 20:19).

Caring for Birds

“If you come across a bird’s nest beside the road, either in a tree or on the ground, and the mother is sitting on the young or the eggs, do not take the mother with the young. 7 You may take the young, but be sure to let the mother go so that it may go well with you and you may have a long life.” (Deut. 22:6-7).

Caring for Animals

“How blessed you will be, sowing your seed by every stream, and letting your cattle and donkeys range free.” (Is. 32:20).

“The righteous care for the needs of their animals, but the kindest acts of the wicked are cruel.” (Pro. 12:10).

Let's make it simple

The story begins with God creating everything and entrusting Adam and Eve with the responsibility to care for this creation. God asked them to care for all His/Her created trees, animals, birds, land, rivers, forests, mountains and every human being. God blessed Adam and Eve. God blessed them to be fruitful and increase in number. God created all well. It is our responsibility to care for and protect God's good creation. To show our concern towards the whole creation is our moral responsibility. We will not neglect our responsibilities of caring for God's creation. Just as humans should show compassion towards one another, God intends that we extend this compassion to nature. We must love and care for God's creation.

The teacher may read the Bible verses that emphasize environmental care. S/he may also ask you to read them aloud. To ensure you read them with correct pronunciation, it's recommended that you practice it beforehand. The teacher will discuss these Bible verses with you all. If you find it hard to read the Bible verses, feel free to communicate with your teacher during the discussion. The teacher will make it easy for you. Once the discussion is concluding, your teacher will ask you the following questions, to which you should be prepared to provide answers:

Exploring Through Questions and Answers:

1. What does the Holy Bible teach about safeguarding water reservoirs, rivers, mountains, trees, and land?
2. What does the Holy Bible teach about the protection of animals, birds, fishes and seeds?
3. What does the Bible teach about caring for villages, cities, crops and trees in the Holy Bible?
4. What is written in the Holy Bible in terms of caring for the poor, destitute and neglected people?



Upohar 47-48

Greta Thunberg in Conserving Nature

The teacher will show you the photo of Greta Thunberg. Your teacher will discuss what Greta Thunberg said about conserving nature. What's particularly fascinating is that Greta is of your age and yet has played a vital role in preserving creation. Let's learn more about Greta Thunberg.

Introduction to Greta Thunberg

Greta Thunberg is a Swedish teenage girl who has gained recognition as an environmental advocate. She is an international symbol in the fight against the adverse effects of climate change. Notably, she began her activism by protesting during school hours. We came to know from her father that Greta knew about the climate change issue when she was eight years old.



গ্রেটা থুনবার্গ (Greta Thunberg)

Greta's Campaigning on the Climate Change Issue

At the age of 15, in May 2018, Greta participated in an essay competition on climate change organized by a local newspaper in New York. She won a prize, and three months later, she initiated a protest in front of the Swedish Parliament to raise awareness about climate change. Her goal was to pressure the Swedish Government to align with the decisions made at the Paris Conference, where global leaders aimed to reduce carbon emissions. In 2018, over 20,000 students from countries like Australia, the United Kingdom, Belgium, the United States and Japan joined her protest in their respective countries.

Greta's Achievements

In September 2019, Greta delivered a powerful speech on climate change at the United Nations in New York. To minimize her carbon footprint, she refused to get on a plane and chose to travel by racing yacht, which took two weeks to reach New York. At the United Nations, Greta strongly criticized politicians for relying on youth to address climate change while failing to take adequate action plans. Greta said, "How dare you? I should not be here now; I should be in my school. Still, how are you depending on youth like us?" Greta was recognized as Time magazine's Person of the Year in 2019. She also spoke at various international conferences, including the World Economic Forum conference in Davos.

Greta's Expectations

1. Greta has called out wealthy countries and businesses for not taking sufficient measures to reduce carbon emissions. She emphasizes the importance of taking immediate action.
2. She also urges leaders not to jeopardize the future of younger generations through environmental negligence.
3. She encourages global student protests to draw the attention of all nations to these issues.
4. She demands that governments worldwide set up their efforts to conserve the environment.

Greta Thunberg's thoughts on conserving the environment are captivating, isn't it? Just like Greta Thunberg, each of you has a responsibility to safeguard nature. It's

Greta Thunberg in Conserving Nature

important to care for the environment around your home, school, community and area to ensure a healthy environment for all to live. Conservation is not the duty of a select few but a collective responsibility. During the discussion, your teacher will share Greta Thunberg's journey in conserving nature and the environment. Your teacher may ask you to read as well. The teacher will explain simply. Be attentive and feel free to ask for clarification if you have any doubts. Hope you enjoy learning through this engaging discussion. The teacher will ask you the following questions. As per her/his instructions try to write down the answers.

Greta Thunberg's Environmental and Nature Protection Information

Greta Thunberg's Environmental and nature protection information	Answers
Who is Greta Thunberg?	
At what age did Greta Thunberg commence her involvement in environmental activism?	
What were the key issues that Greta Thunberg's campaigns focused on?	
What did Greta Thunberg achieve?	
What specific requests did Greta Thunberg make to different countries?	
What actions can you take to contribute towards the protection of nature?	

The way Greta Thunberg contributed in preserving the creation in the same way distinguished people also have taken care the environment. Among them the Holy Father Pope Francis, in his book "Laudato Si" (Praise Be To You), brings awareness to humanity's vital role in establishing a strong connection with nature and taking responsibility for safeguarding the natural environment.

Let's plant trees

You have an interesting task ahead. To protect nature, there are numerous actions you can take at home, in your community, in your area, and at school. Engaging in tree plantation can be a positive endeavour. While tree planting is a straightforward activity, it holds great significance in preserving the environment. You are required to do two tasks during this session. First, plant trees at your home, in your community, in your area, or at school. Record a video of this activity and submit it to your teacher. Second, create an informational sheet about tree plantation and submit it to your teacher.

Here is a sample format of the information sheet:



Plantation

Tree Plantation Information Sheet

Title

You will write a Title of your work like “Tree Plantation”.

Types of Trees Planted

Write the name of the trees that you have planted like “Mango, Berry, Guava etc.”

Locations of planting

Write the names of the locations where you have planted the trees like “Home yard.”

Description of the plantation

You have to write a few lines on the tree plantation, like mentioning the date, time, and any assistance received during the tree plantation.

Personal Reflection

Write a paragraph sharing your feelings about the experience.

Your feedback

Write a paragraph on how planting trees aligns with Jesus’ teaching.



Upohar 49-50

Saving Nature and Raising Awareness Related-Seminar

During these two sessions, you will be contributing to both human well-being and nature. Your participation involves creating videos and promoting them.

Seminar Arrangement

In these two sessions, you have to organize a seminar. In the seminar, you will show the video of your tree plantation activities at your home, community, area or school. In this seminar, you will be able to show how your actions contribute to human and environmental welfare. The audience should recognize the promotional aspect of your work. You may reflect on how you can further contribute to nature's well-being as you watch the video. The seminar's theme may be, "Protecting Nature and Raising Awareness". Your teacher will provide support in arranging the seminar, while you will assist your teacher in preparing the necessary materials.

You may invite teachers from other classes to attend the seminar. If there is an environmental expert available, consider inviting them to speak, with your teacher's assistance. Discuss the aim and objectives of the seminar with the expert, so her/his speech aligns well. Please remind me a day before the seminar, so that s/he can be present at the right time and the right place.

The place where you will have the seminar, on the back you hang the banner titled, "Seminar on Protecting Nature and Raising Awareness". Then carry on the seminar with your teacher's guidance. To conduct the seminar you may follow the structure given below.

1. Greetings to participants
2. Aim and objectives of the seminar
3. Reiterate the slogan: "I will care for creation and inspire others to do the same."
4. Express gratitude to all participants.

“Let's plant trees”

After the seminar, the teacher will provide feedback. Listen carefully to the feedback as it will highlight strengths and areas to improve. The teacher will assess the participants' understanding and awareness gained from the seminar. The teacher will thank you all for organizing the seminar very well. You also thank your teacher for her/his support.

Discussion

Discuss the challenges you faced during the seminar organization. Share the cooperation you received and your positive experiences. Reflect on what you have learned and the impact your promotional efforts have achieved.

Experience 3



Upohar 51

Show Compassion to Everyone

Dear students, greet your teacher and classmate at the beginning of the session. Extend well wishes to everyone with a prayer. Your teacher is available to assist you in leading the prayer.

In the past few sessions, you have explored various types of disasters, their reasons and prevention strategies. In upcoming sessions, you will delve into numerous fascinating and unfamiliar subjects. We encounter various problems in our surroundings, whether they are personal, familial, and societal or International and these issues impact our lives in various ways.

Single Act

Your teacher will assign a task to you. You are required to find some problems or challenges that exist in your environment and create a list of them. Please record them in the box bellow. Compile a list of challenges that you believe you can face and solve.

Problems or challenges exist around us
1.
2.
3.
4.
5.

Close the class session with thanking your teacher.



Upohar 52

Let's Find Solutions to the Problems/challenges

Greet to all and participate in the class activities with a prayer.

Group Discussion

The teacher will divide you into several groups for the next task, continuing from the previous activities. Each group will have a leader. You can be a leader, so prepare yourself.

Now engage in discussions with all other members of your group regarding the problems or challenges you identified in the previous session. Start by creating a list of the five most significant issues from all the charts, and work together to find tentative solutions. To discover solutions, maintain a supportive attitude towards other group members.

Poster Creation

Compile the problems or challenges and solutions that emerged from your group discussion and write them on the poster paper. The teacher will provide you with the necessary materials to craft the poster. A sample chart is given below:

Problems/Challenges	Tentative Solutions

Complete your poster within the timeframe provided by your teacher and then present it in the classroom. Pay close attention to the presentations from other groups.

Thank your teacher and say goodbye.



Upohar 53-54

Compassion in Biblical Interpretation

Dear students, over the past two sessions, we have identified challenges around us. We have realized the sources of human and nature's problems and also learned to respond compassionately. True compassion is not limited by specific attributes; rather, it extends to all, irrespective of differences. Compassion prioritizes the well-being of others over personal gain.

The teacher will share the Holy Bible regarding compassion. The teacher may use visual aids or videos. This will deepen your understanding of showing compassion to both human beings and creation. You might not be aware that various religions' Scriptures emphasize compassion for humans and the environment. You may discuss compassion with classmates from different faiths. Think how interesting it will be when this cross-faith learning enriches your understanding. These are very important for you. Pay close attention when your teacher discusses these subjects, they might contain new or unfamiliar aspects.

Several Bible verses emphasize compassion are given here –

Leviticus 25:35; 1 Peter 3:8 and Mathew 25:35-40.

Compassion towards the poor and needy: “For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.” (Mt. 25:35-36). “The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’” (Mt. 25:40).

Compassion towards one another: “Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.” (1 Pet. 3:8).

Compassion extends to the vulnerable and incapable: “If any of your fellow Israelites become poor and are unable to support themselves among you, help them as you would a foreigner and stranger, so they can continue to live among you.” (Lev. 25:35).

Let's make it easy

Compassion is to empathize with someone who is suffering. The Holy Bible guides us to be compassionate towards the vulnerable, incapable, poor, destitute, downtrodden, all people and creation. By being compassionate towards human beings and creation we can serve our Creator. It is our moral obligation to show compassion towards all people and all aspects of creation. We need to be compassionate towards all human beings and creation.

Compassion in All Religions

Through group discussion, explore and write down the teachings on compassion from the Holy Bible and other religious Holy Scriptures. The teacher will divide you into two to three groups according to your number. According to your teacher's instruction, you need to do the work and your group leader will write it down in the box below. The teacher will give you a fixed time to discuss. You have to finish within the given time. Your teacher will monitor whether all are participating in the discussion or not. To do this work you may discuss and collect information on compassion from your other religious classmates.

After discussion write one paragraph on each religious teaching on compassion.

Write a paragraph about teachings on compassion from each religion.

The Holy Quran :

The Holy Bhagavad Gita :

The Holy Tripitak :

The Holy Bible :



Upohar 55-56

Solidarity Corner

Dear Students,

Engage in a one-minute silent meditation, reflecting on the need for compassion towards both humanity and creation. You should act according to your teacher's instructions.

The teacher will ask you to make a "Solidarity Corner" to stand with compassion to the distressed people. Find out the plan from your teacher to create the "Solidarity Corner".

Preparation

Please discuss with your teacher and guardians to make a list of what items to collect for this Solidarity Corner. The list can be like this:

Dry Food	Clothes	Books		

When you finish your list you may make a box with hard paper (Carton) or any other materials which will be easily available. On the box write clearly "Solidarity Corner". You can keep the box in the head teacher's office or in the school's office where it will be safe. After this, you all start collecting things according to your list as per your opportunity and strength. It is not compulsory, you will do it spontaneously. You may inform the other students of the school about the "Solidarity Corner". They can also contribute to this box.

The collected items from "Solidarity Corner" can aid during natural disasters or any personal, family or social need. By using these resources wisely, you will be compassionate to others around you. Please remember that a person with human qualities and ethics always does welfare to family, community and nature aligns with the teachings of Jesus Christ.

All the students are supporting by donating different things in the “Solidarity Corner” box.



খ্রীষ্টধর্মের বিশেষ শব্দসমূহের বানানগুলোর একটি তালিকা

খ্রীষ্টধর্মের বিশেষ শব্দসমূহের বানানগুলোর একটি তালিকা এবং তার ভিন্ন ও একটু বদলে যাওয়া রূপগুলো নিচে দেখতে পারো। এই তালিকাটি একটু ধারণা দেওয়ার জন্যে রাখা হলো, এর বাইরেও কিন্তু এরকম খ্রীষ্টধর্মের অনেক বিশেষ শব্দ তুমি দেখতে পাবে।

এই বইয়ে ব্যবহৃত বানান/শব্দ	বাংলা একাডেমি প্রস্তাবিত এবং অন্যান্য রূপ	ইংরেজি শব্দ ও তার উচ্চারণ
খ্রীষ্ট	খ্রিস্ট/খ্রীষ্ট/খ্রিষ্ট	Christ (ক্রাইস্ট/ক্রাইস্ট)
যীশু	যিশু	Jesus (জীজাস্/জীসাস্)
খ্রীষ্টধর্ম	খ্রিস্টধর্ম/খ্রীষ্টধর্ম/খ্রিষ্টধর্ম	Christianity (ক্রিস্টিয়ানিটি/ ক্রিসচিয়ানিটি)
খ্রীষ্টান	খ্রিস্টান/খ্রীষ্টান/খ্রিস্টান/খ্রীশ্চান	Christian (ক্রিস্ চান/ক্রিশ্চিয়ান/ক্রিস্ টিয়ান)
আরাহাম	আরাহাম/ইরাহিম/ইরাহীম	Abraham (এইরাহাম্/এইরাহাম্)
ইব্রীয়	হিব্রু	Hebrew (হীব্রু)
গাব্রিয়েল	গ্যাব্রিয়েল/জিবরাস্টেল/জিব্রাস্টেল/জিব্রাইল	Gabriel (গ্যাব্রিয়েল)
থোমা	থমাস/টমাস/ঠমাস	Thomas (ঠমাস্/থমাস)
দায়ুদ	দাউদ/ডেইভিড/ডেভিড/দাবিদ	David (ডেইভিড্)
নাসরাত	নাসরৎ/নাজারেথ/নাজারথ	Nazareth (নাজারেথ্/নাজারথ)
মাথি	ম্যাথিউ	Matthew (ম্যাথিউ/মাথোয়ে)
মরিয়ম (মারীয়া)	মেরি/মারিয়া	Mary (ম্যারি)
যর্দন নদী	জর্ডান নদী/ জর্ডান নদী	Jordan River (যর্ডান্ রিভার্)
যিরুশালেম	জেরুসালেম/জেরুজালেম	Jerusalem (জেরুসালেম্/যেরুশালেম)
যিহুদী	ইহুদি/ইহুদী	Jew (যুজু)
যোষেফ	যোসেফ	Joseph (জোয়েফ/জোসেফ্)
যোহন	জন	John (জন্)
লুক	লুক	Luke (লুক)
শমরীয়	সামারিটান/সাম্যারিটান্	Samaritan (সামারিটান/সাম্যারিটান্)
শিমোন-পিতার	সাইমন পিটার	Simon Peter (সাইমন পিটার)





রোগ প্রতিরোধে সুষম খাবার

চাহিদা অনুযায়ী শরীরের জন্য প্রয়োজনীয় প্রতিটি খাদ্য উপাদান যতটুকু দরকার আমাদের খাদ্য তালিকায় সেই উপাদানগুলো ততটুকু থাকলেই তা সুষম খাদ্য।

Academic Year 2024

Class Nine

Christian Religion Studies

দারিদ্র্যমুক্ত বাংলাদেশ গড়তে হলে শিক্ষা গ্রহণ করতে হবে
– মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

স্লেটি তুষ্টি সুখের শর্ত

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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