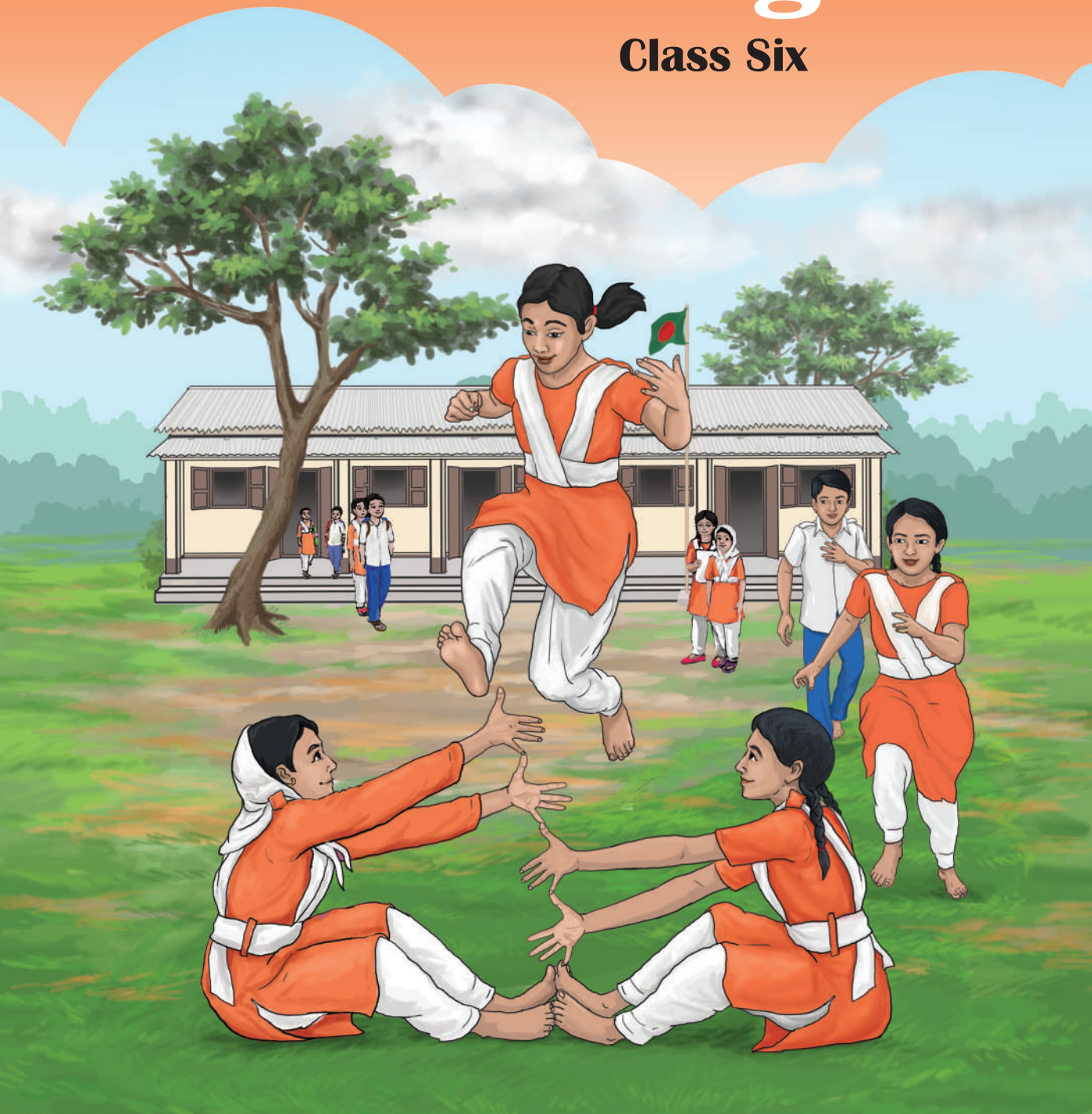


Wellbeing

Class Six



National Curriculum and Textbook Board



ডিজিটাল বাংলাদেশের অর্জন

- প্রধানমন্ত্রী শেখ হাসিনার একটি স্বপ্ন ‘ডিজিটাল বাংলাদেশ’ যার ভিশন হলো তথ্য ও যোগাযোগ প্রযুক্তির বহুমুখী ব্যবহার নিশ্চিত করার মাধ্যমে জ্ঞানভিত্তিক সমাজ প্রতিষ্ঠায় সহায়তা প্রদান। ২০০৮ সালে আওয়ামী লীগের নির্বাচনী ইশতেহার ‘দিন বদলের সনদ’ এ প্রথম ঘোষণা করা হয় যে ২০২১ সালে স্বাধীনতার ৫০ বছরে বাংলাদেশ ডিজিটাল বাংলাদেশে পরিণত হবে।
- তথ্যপ্রযুক্তি খাতে বিশেষ অবদানের জন্য প্রধানমন্ত্রী শেখ হাসিনা ২০১৫ সালে ‘আইসিটি টেকসই উন্নয়ন পুরস্কার’ অর্জন করেন। প্রধানমন্ত্রীর আইসিটি বিষয়ক উপদেষ্টা সজীব আহমেদ ওয়াজেদ এক্ষেত্রে তাঁর অনন্য কৃতিত্বের জন্য ২০১৬ সালে ‘উন্নয়নে আইসিটি পুরস্কার’ অর্জন করেন।
- বিগত এক দশকে দারিদ্র্য বিমোচনসহ কৃষি, শিক্ষা, স্বাস্থ্য, মানবসম্পদ উন্নয়ন প্রভৃতি ক্ষেত্রে বাংলাদেশ এক অনুকরণীয় সাফল্যের দৃষ্টান্ত স্থাপন করেছে। এ সাফল্যের ধারাবাহিকতায় জুন ২০১৯ পর্যন্ত ইন্টারনেট সেবা নিশ্চিত সারাদেশে ইউনিয়ন পর্যায় পর্যন্ত ১৮ হাজার ৯৭৫ কি. মি. অপটিক্যাল ফাইবার ক্যাবল স্থাপন, ২ হাজার ৪টি ইউনিয়নে ওয়াইফাই রাউটার (Wifi Router) স্থাপন এবং ১ হাজার ৪৮৩টি ইউনিয়নকে নেটওয়ার্ক মনিটরিং সিস্টেমে সংযুক্ত করা হয়েছে।
- ই-কমার্স ও ডিজিটাল প্রযুক্তির বিকাশের ফলে আইটি সেক্টরে বহুমানুষের কর্মসংস্থান নিশ্চিত হয়েছে ও প্রচুর বৈদেশিক মুদ্রা আয় হচ্ছে। ২০১০ সাল থেকে সব শ্রেণি ও পেশার মানুষকে ই-সেবার সঙ্গে পরিচিতকরণের লক্ষ্যে প্রতিবছর ডিজিটাল উদ্ভাবনী মেলার আয়োজন করা হচ্ছে।

Developed by the National Curriculum and Textbook Board as a textbook according to
the National Curriculum 2022 for Class Six from the academic year 2023

Wellbeing

Class VI

(Experimental Version)

Writers and Editors

Nasima Akter

Khadiza Begum

Dr. Muhammad Munir Hussain

Md. Abdullah-Hel Kafi

Salowa Salam Shaoli

Dr. Sumaiya Mamun

Mst. Shegufta Nasreen

Rumi Jesmine

Iqbal Hossain

Dr. Mohammad Mahboob Morshed

Translated By

Goutam Roy

Aktari Jahan



National Curriculum and Textbook Board, Bangladesh

Published by
National Curriculum and Textbook Board
69-70 Motijheel Commercial Area, Dhaka-1000

[All rights reserved by National Curriculum and Textbook Board, Bangladesh]

Published: December 2022

Art Direction

Monjur Ahmed

Illustration

Sarah Toufika

Cover Theme

Monjur Ahmed

Cover

Promothesh Das Pulak

Graphics

Noor-E-Elahi

Abaabil Zul Jalal



For free Distribution by the Government of the People's Republic of Bangladesh

Printed by:

Preface

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

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

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

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

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

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

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

Professor Md. Farhadul Islam

Chairman

National Curriculum and Textbook Board, Bangladesh

A few Words About Wellbeing And This Book

Dear student,

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

We will teach 'Wellbeing' as a new subject in sixth grade. How we can stay healthy is presented here through interesting activities. Emphasis is given on how to take care of the mind and our social relationships in addition to the body as well. Emphasis is given not only on knowing the ways of Wellbeing but also on practicing them in our own lives.

This book on Wellbeing is written in an attractive and easily comprehensible manner. This book does not give a lot of information but only a small amount of important information is given. Here we will not just read, or memorize information. Here, there is an opportunity to learn from experience. We will use our daily life experiences to do fun activities in class. For example: we will draw picture, read story, read comic, write our own words, make a chart, draw map, make list, make poster. We will also organize fairs and plan for ourselves and many more!

The book is written in this way that as if it is talking to us. We are asked to do many things under the guise of words. We will do those things in the designated places in this book. We will learn a lot by ourselves while doing these things. We will practice in our life what we learn. We will practice in our own life the plans we make in the book for good health. We will write in a diary how much we are practicing. All work on this subject will be in this book and diary. So, there is no need for a separate homework or class work exercise book.

This book will not only provide information; rather, it will help us to find out and practice ways of living well using our own knowledge and experience. This book is, therefore, like a resource for us. Hope we will like it.

Best wishes and love.

Content

Chapter One Staying Healthy, Happy and Safe	1 - 40
Chapter Two Care in my adolescence	41 - 55
Chapter Three Let's make friends	56 - 71
Chapter Four Let's discover own self	72 - 89
Chapter Five Let's speak about feelings and needs	90 - 119
Chapter Six Treasure hunting in the care of a relationship	120 - 139

Chapter

01

Staying Healthy, Happy and Safe



All of us want to stay well and healthy. We do many things for our wellbeing! As we need to take care of our physical health, we also need to take care of our mental health. Besides, we need to be safe from diseases and other health hazards. In this chapter, we will start a journey towards wellbeing. This will be a journey towards staying healthy, happy and safe. In this journey, we will identify the ways of our wellbeing and practice them throughout life.

This chapter will lead us to go through joyful experiences. Initially, we will pick up some everyday activities from our life. Then we will discuss it with our classmates. In this process, we will be able to learn the ideas for our wellbeing. We will present these ideas before everyone by arranging a health fair. This process will help each other to learn about wellbeing. Thus we will identify the steps needed to make our journey successful, and later we will practice them throughout our life.

We will also take part in some exciting activities in the class with the help of our teacher. We will practice them with other friends and family members regularly at home. Let's start now.

My daily routine

In the beginning, we will think about the activities we do in our regular life and write them in the table on next page. The table has four parts - morning, noon, afternoon, and evening. We will complete the table with relevant information as soon as we have done anything in the next three days. When we have completed the table in this way, we will discuss the activities with our classmates.



My daily routine

	First day	Second day	Third day
Morning			
Noon			
Afternoon			
Night			

My health tree

We have prepared a daily routine and discussed that in the classroom. Afterwards, the teacher made a general health tree in the classroom. Now we will go back to the table of the daily routine. We will make our own health tree using the information in the table following the health tree created by the teacher. Let's think the tree of our health has three big branches.

One branch will show the activities to keep good health. We would make leaves of the branch by the activities relevant to our physical health. These activities are related to food and nutrition, physical exercise, games, personal health, and hygiene. Another branch will show the activities relevant to our mental health. If we have recorded points like mind-care, hobbies, work that I like - we would make leaves with them and include them on this branch. The third branch would show the ways to stay safe. Staying safe is essential to taking care of your body and mind. Our body and mind are good when we are disease-free. Again, we can avoid diseases by taking care of physical and mental health. A pollution-free environment is also essential to keep us healthy and our minds cheerful. If anything is written on the daily routine about how to stay disease-free or maintain a safe environment that can be added as leaves to this branch. Now let's go to make our health tree like this below.



My health tree

Effect of daily work on my health

After making our health tree, the teacher has discussed it many times with us about it in the classroom. We presented our ideas on the effects of our everyday activities before different groups and discussed them. Now, we will write the impacts of the activities recorded in the daily routine and the reasons behind them in the following grid. The grid has three columns. We will include our daily activities in the left column. In the middle column, we will use the sign 😊 if the work is good for health and 😞 if the work is bad for health. In the last column, we will write why we think this is good or bad.

My daily work	Effect on my health: good or bad	Why it is good or bad
I have washed my hands before taking my meal.		It kills germs.

My gift

We have done some activities in the classroom which are pleasant for our minds. Our classmates have written some of our good qualities they noticed and given them as gifts. We would glue those comments to add in the blank space below.

We will feel happy whenever we see these gifts later.



My gift

My feelings

When we had discussed how to take care of our minds, our teacher asked us to make a list of feelings in groups. Groups presented that before the class. Now I note down five of my feelings using the chart below. I'll also write what we do when we have these feelings. For example, I'll write how to express my joy in the chart. I will also note how I express anger, sadness, or fear in the chart.

My feelings	The way I express my feelings.

Organizing health fair

We have discussed good health in groups. We have taken part in different sorts of activities in this chapter. Now it's time to arrange a health fair. For this to work, our teacher has divided us into three groups -

- Physical health care (Food and nutrition, health and hygiene, sports and physical exercise are needed for taking care of our body.)
- Mental health care (Amusement, pastimes, taking care of personal feelings etc., are essential to keep our mind fresh.)
- Staying safe (Keeping our surroundings clean and pollution-free, preventing diseases and controlling them are needed to stay safe.)

We will do group presentations on one of the issues mentioned above at the health fair. We will finalize everything with the help of our teacher and present important information and ideas there. Thus other groups would learn from us and vice versa.

Investigating important information and ideas to organize a health fair

In groups, we would search for related information and ideas to organize health fairs. The text below shows some necessary information and ideas that would help us. We can also take help from the textbooks of other classes, health specialists, and the internet.

Taking care of the physical health

Food and nutrition, health and hygiene, sports and exercises are necessary to keep the body fit.

Food and nutrition

While in grade five, we learned about a balanced diet and food preservation. Now we will know about different elements of foods, their sources and their roles in protecting health. We will also learn how to take care of our health during adolescence.

Elements and sources of foods and their roles in health protection



Elements of food	Some sources	Roles in health protection
Carbohydrate	rice, wheat, oat, potato, sugar etc.	produces energy
Protein	fish, meat, milk, egg, cheese, chhana, liver, dal, nuts, beans, peas, coconut	plays vital roles in shaping up and developing the body; increases immunity
Fat	soybean, mustard, teel/sesame, nuts, fat, ghee, dalda, yolk	provides energy and improves immunity
vitamins	fruits, milk, egg, green vegetables, traditional brown rice (dekhichhata chal)	prevents diseases and keeps the body fit
Mineral Salt	Green & Red Vegetables, Arum Leaves, Small Fish, Various types of Lentils, Nuts etc.	prevents diseases
Water	water from a green-marked tube well, properly boiled or filtered water	controls body temperature to protect organs and help the body in carrying out nutrition and oxygen in the body
Fiber	leaves and vegetables, cabbage, nuts, brown rice, beans	help in digestion and prevention of diseases

Health care during adolescence

During adolescence, our bodily growth is too fast, along with changes in body and mind. This time there is no alternative to a balanced diet to pace with the changes. Due to the rapid growth of our bodies, we need additional protein and carbohydrates. This time boys and girls both should eat sufficient iron-rich foods like arum leaves (kochushak), red leafy (lalshak), and spinach (palongshak). They also should take enough water besides food rich in minerals and salt. During the teenage period, boys and girls have more body water demand, so they should take at least 7 to 8 glasses of safe water a day.



Personal health and hygiene

We need some good habits for good health. These are:

- eating sufficient nutritious food, including breakfast
- washing hands before taking any food;
- don't take open food and food with artificial colours from outside;
- taking 8-10 glasses of water every day;
- taking balanced food to help growth, prevent disease, and be active;
- brushing the teeth before going to bed and after taking breakfast in the morning;
- taking part in games and exercises regularly;
- taking sufficient rest and sleep;
- going early to bed and getting up early in the morning.

Sports and physical exercises

There are many positive aspects of sports and physical activities.

They -

- keep us healthy and disease free;
- improve our social, mental, emotional, and moral conditions;
- improve aptitude;
- have impacts on studies by improving memory;
- shake off monotony in studies;
- help us work in groups and solve problems;
- keep us away from harmful habits like irregularities or being night birds;
- improve self-confidence;
- reduces mental stress.

Types of games and sports

Indoor games: Games taking place inside a room are called indoor games, for example, chess, carom, ludo etc.

Outdoor games: Games taking place outside a room or in an open field or space are called outdoor games, for example, athletics, football, cricket, kabaddi etc.

Free hand exercises/exercises without equipment in a classroom

1. Side to side bend

Description:

Stand straight on your feet keeping them slightly wider than the shoulders. Then keep your right hand on your waist and bend to your right side. Now place your left hand on your head over the ear and bend to your right side. Together you do this exercise.

- Set:
- Frequency: to times on each side.
- Time: At the beginning/middle of the class

Usefulness:

With this exercise, our belly muscles' strength will increase. It helps decrease monotony and concentrate on studies.



2. Knee to chest stretch

Descriptions:

Stand straight, hold your knees and try to stretch them towards your chest.

- Set:
- Frequency: to times on each leg
- Time: Middle of the class

Usefulness:

It helps increase attention in studies reducing monotony.



3. Standing elbow to crunches

Description:

Stand straight. Keep your feet wide open at your shoulder's length. Take your hands behind your head. Then touch your left knee with your right elbow. Then do the opposite - touch your right knee with your left elbow. Thus one set completes.

- Set:
- Frequency: to times on each side.
- Time: Beginning/middle of the class

Usefulness:

It helps reduce belly fat and increase strengths of belly muscles.



4. Dips

Description:

Keep your hands back at the edge of a bench or in front of a chair or any high ground. Keep chair or any other and put a hand down on either side of your legs. Then your legs should be straight or your knees should be bent keeping your back straight. Then raising the body up and down is called dips.

- Set:
- Frequency: to times
- Time: Beginning of the class



Usefulness:

It helps strengthen back muscles of our hands.

5. Standing lunges

Description:

Stand straight. Place your right leg in front of you and bend your knees to take a sit-down position. Then another leg should stay straight or a little folded. After saying two you would get back to the straight position. When counted three, place your left leg in front of you and bend your knees to take a sit-down position in the same way. Thus do it 6-8 times.

- Set:
- Frequency: to times on each leg
- Time: after the session

Usefulness:

It helps increase the strengths of the legs and the hip.



6. Half squat

Description:

Everyone should stand straight and sit down on a bench when instructed. This up and down is called half squat. Do this 10 to 12 times.

- Set:
- Repeat: to times on each leg
- Time: middle of the class



Usefulness:

It helps increase the strengths of legs and hip.

7. Sit-ups

Description:

Lie flat on your back with your legs together and bend the knees at a 90-degree angle. Place your hands behind your head. Raise your upper body and touch your knee. Thus raising your upper body and down are called sit-ups.

- Set:
- Repeat: to times.
- Time: after the session



Usefulness:

It increases strength of belly muscles and decreases fat

8. Jumping jack

Description:

Stand straight while your hands will remain by your side. When you say 1 to the student, they will jump up spreading their feet and bringing both hands together above the head to clap. Again saying 2 you should back to your previous position. Thus -

- Set:
- Repeat: to jumps.
- Time: Before or after the session



Usefulness:

It helps increase strengths and coordination of legs.

Outdoor Games



1. Formulaone

Where to play: Playground

Number of players: 10 to 15 persons in each team

Materials needed: bamboo sticks, carton box/es, plastic cone, marker, stopwatch to count time

Number of match officials: One person

Description of games: This game is played teams. The coach will fix time for the game. The distance of 60 meters will be divided into three parts. One distance covers 20 meters for a sprint race. One is for hurdles race or running over a fence/blockade and the last one is for zigzag race. In the rill, there will be a soft ring as a button. Each participant will front roll on the mat at the beginning of a race. Every player of this game must complete the course. More than one team could play together.

Calculating results: The result will be calculated on the basis of time. The team that takes the minimum time to complete the course will win the first place. The same process will apply for deciding second, third, and fourth place.

Number of assistant match official: Two assistants will be help the instructor in hurdles, zigzag and sprint areas. They will keep the equipment of the game in place. There will be extra two assistants in the relay zone. One assistant will be there as a starter. Another assistant will be there to record time who will record time as needed. Timekeepers will keep results and records.

2. Dodge ball

Where to play: Playground

Player's number: 10 to 20 persons in each team

Materials needed: football, volleyball, handball, or a leather ball

Number of match officials: One to two persons

Description of the game: Players will be divided into two teams and one team will make a big circle and stand outside the circle. Another team will stand inside the circle. The team standing outside of the circle will try to through the ball to someone inside the circle. The ball would be thrown at the body below the head. When the ball touches someone in this process, he will go outside the circle. Thus both the teams will play for a fixed time. Those who will be able to send maximum persons outside the circle within the fixed time will be the winner. However, winning might take place in many ways.

3.Athletics

We commonly maintain that athletics means running, jumping and throwing. Olympic Games include running, jumping, throwing type of games. Athletics is a very special part of games and sports. Excellence in athletics helps increase competitive spirits. We can prove our worth through our personal achievements.

To be good at big games like-football, cricket, hockey, handball, volleyball, basketball, gymnastic, tennis, swimming etc. one has to know running-jumping and throwing. It is because running, jumping and throwing are entirely related to the above said games. Athletics is very important for getting expertise in any specific games and physical fitness.

Running with high-speed for a short-distance is called sprint. Athletics events are classified in three categories: running, jumping and throwing.

Running event includes 100 meters, 200 meters, and 400 meters events. The long jump is in the jumping category. Out of the throwing event, a cricket ball/ tennis ball/ iron globe is selected for class six' students.

Where to play: Playground

Long jump

Where to play: Playground (A jump pit should be made in the field, which will be filled in by soft soil or sand.)

Description of the game: A player should run from a distance of 15- 20 meters taking the lead on one leg, fly high take-up, and then jump in front with a pair of legs to land.

Thus a long jump completes.

Cricket ball/ tennis ball/ shot put throwing

Where to play: Playground or any open place

Description of the game: You need to draw a line on the playground. Then throw the ball running from 4-5 meters distance. One leg will be in the front and the other one will be at the back while throwing the shot put. Keep the shot put on the palm having the legs in the said position during the time of throwing the shot put. The player will stand facing the opposite direction of the shot put to be thrown. back to where the globe has to throw. When the teacher asks to throw the globe, the player will do that. Players' security is the very important when the event runs.

4. Football

Football is a very popular sport in Bangladesh. Qualities like physical ability, self-confidence, team spirit, cooperation and leadership etc. are acquired by playing football. We will know the general rules of playing football and play it.

Number of players: 11 persons per team.

Duration of the game: 45 minutes + 15 minutes + 45 minutes. This time may be reduced for the students of class six. For example, 10 minutes + 5 minutes + 10 minutes.

Number of match officials: One referee. Two assistant referees. One person undertakes the duty of the fourth referee.

5. Cricket

It's a very popular sport in Bangladesh. The number of players in every team is 11 people. Two umpires and one scorer undertakes the duty of conducting this game.

Number of players: 11 players in one team.

6. Peer relay

Where to play: Playground

Number of players: 10 persons to 20 persons per team

Number of match officials: One person

Description of the game: More than one team will take part. Everyone will stand in a line. The first person will bend down in the front, holding his knees. Others will jump over him, advance two yards ahead and similarly bend down one by one. The game will end when the player standing in the front completes the cycle by jumping over other players ahead of him. Those who would be able to finish first will be winners. If needed, boys and girls will play separately. Those who will not play will be conducting the game.

7. Handball

Number of players: 7 players per team

Duration: The duration could be reduced for the students aged 12 to 16, such as 20 minutes + 10 minutes + 20 minutes or 10 minutes + 5 minutes + 10 minutes. The rules and regulations of the game could be known from the teacher before playing.

Materials needed: One handball and goal post

8. Resolving Numbers

Where to play: Playground

Numbers of players: 25 to 30 persons

Number of game officials: One person

Description of the game: Players will create a circle together. Everybody will continue roaming around the circle. In this situation, the match official will utter a digit, and the rest will form group/s comprising that number. For example, if the match official says 5, the players will get together in groups of five participants. Those who fail to do that, i.e. become more or less to that number, will undergo delightful punishment like push up, sit up, or forward roll. In this way, the play will continue up to the time fixed by the match official. If needed, boys and girls will play separately. Those who will not play will assist the teacher in conducting the game.



9. Cockfight

Where to play: Playground

Materials needed: Lime/ plastic angles/ marker

Number of match officials: One person

Description of the game: A circle has to be made with lime powder. All the players will stay in the middle. Everyone will touch either their left ankles with their left hands or right ankles with their right hands. They will hold the arm from the back with another hand. They will start playing by leaps and bounces after the referee blows the whistle. One who survives up to the end will be the winner. None can attack from the back. If needed, boys and girls will play separately. Those who are not playing will undertake the duty of conducting the game.

10. Kabaddi

Kabaddi is one of the most popular traditional games of ancient Bengal. This is the national game of Bangladesh



Where to play: The playground of Kabaddi has to be flat and rectangular.

Number of players: 7 persons in each team.

Duration of the game: 40 minutes for adults. After playing for 20 minutes, there will be a break for 5 minutes. Then the play will continue for 20 minutes more. It will be a game of 30 minutes for the juniors. After playing for 15 minutes, there will be a break for 5 minutes and then again for 15 minutes to continue.

Description of the game: The player will begin from the middle line holding their breath and uttering Kabaddi, Kabaddi. If any player (offender) loses breath at the opponent team's court or if the opposition holds the player, the player (offender) will be considered out. If the player returns safely in a single breath to their court, touching any player of the opposite team, the person (who is touched) is out. In this way, there will be a point for every out.

11. Iching Biching

The game is popular in rural Bangladesh. It increases the body's balance, leg strength and skill of jumping to a particular height.

Where to play: Generally, young children and adolescent boys and girls choose green grassy fields for this game.

Description of the game:

- At first, two players will sit face to face putting one's feet against the other's and will create a height with the ankles to be crossed by the other players. Afterwards, they will continue raising the height by putting one's foot on the other and extending their palms on the feet.
- If the jumping player touches the sitting one, he will be out.



- The sitting players create a triangular border, freeing both their feet. The player who wants to succeed must cross this border by jumping three times and raising their legs. The player jumps on frequently uttering ইচিং বিচিং চিচিং ছা, প্রজাপতি উড়ে যা holding the breath.
- After crossing this border, every player crosses the joined feet of the sitting players jumping in the air and uttering the rhyme ইচিং বিচিং. This is the finishing part of the game.

Indoor Games



1. Carom

Carom is a very popular game. It may be played single or double.

Materials needed: One square board. 9 white, 9 black, one red and a large knuckle or striker.

Description of the game: Placing the red dice in the middle of the board, the white and black dices are placed around it one after another. The toss-winning player plays with the white dice. The striker is used to drop other dice into four round pockets at the board's four corners. Each dice has 1 point, but the red one has 3 points. A game comprises 25 points. Out of three games, the team that wins twice will be the winner.



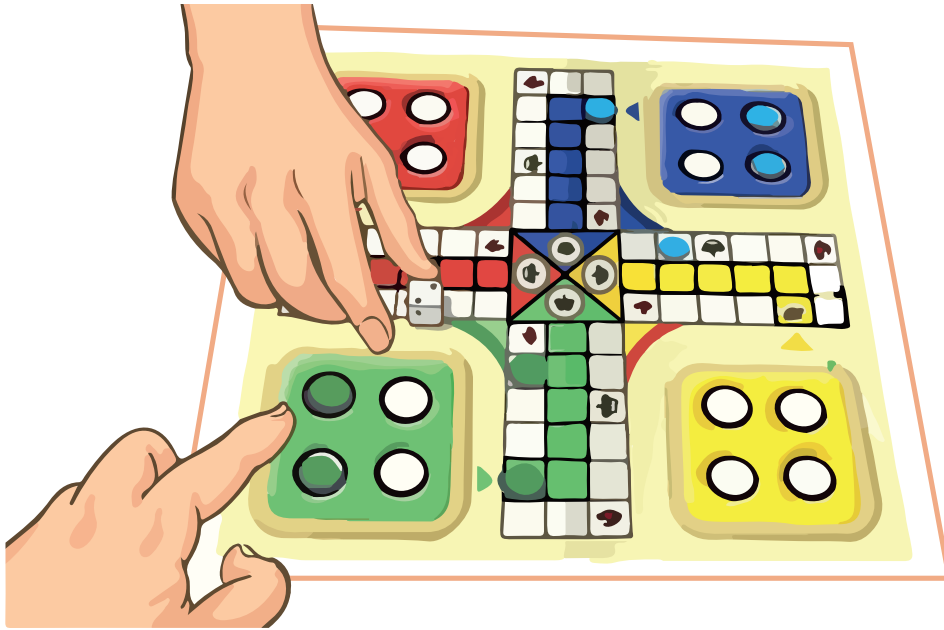
2. Ludo

It is a popular game among young children, adolescent boys and girls, as well as the adults of the villages and towns.

Numbers of players: 2 to 4 persons

Materials needed: Checkboard, squares (,wU) and a sixer or dice.

Every player has four squares of different colours. To begin the game from one's house or stoppage, the player must drop a 6 using the dice. If someone drops 6 three consecutive times, the credit is nulled. Then the dice should be played again. After getting out of the house with the square, while coming back to the house, crossing around the table, others' squares can be crossed out/eaten. Then if a square comes back to its own house, it gets ripened. Thus the person who has all four squares ripened first will be the winner.



Saap Ludo:

On the check board, there remain blocks drawn for snake playing. One who can drop 1 using the die will get the opportunity to get out of the house. If the square falls on the mouth of a snake, it moves back to the tail of the snake. Again, when the square reaches the bottom of the ladder, it moves to the top (of the ladder). In this way, if anyone's square reaches 100 before others, s/he is the winner.

Preventing injuries in games and sports

Sometimes we are injured while in games and sports. For safety reasons, we should keep a few things in our minds. For example –

- Before we have taken part in a game or sport, we should warm up and then gradually cool down;
- We should select age-appropriate exercises;
- We should pay attention to proper time and dress for exercises;
- We should take care of games, instruments, and the venue.

What is a warm-up?

Warm-up prepares the mind and body through adequately selected activities before games and sports. A scientific warm-up could defend against 50% of sports injuries. Before we started a game, a two/three-minute-long slow run could help us make the body warm.

How to gain mental strength? How could it help us?

We gain psychological strengths from joyful, satisfying activities. Any good activity gives me satisfaction and psychological strength. Taking care of personal feelings also increases psychological strength. Psychological strengths keep us joyous, inspire us, improve patience and attention to studies or work, and help us to keep on good terms with others. What we can do to gain mental strength is –

- We can involve ourselves in the kinds of work that give us joy and satisfaction; it inspires us and provides us with the feeling of being important and loved. Some of them are – doing something related to a hobby, games and sports, drawing pictures, and wholesome entertainment.
- We can be involved in one or two such activities every day and then would write in the diary how we felt. It would keep us happy and increase our psychological energy and confidence.

Ways to understand and utilize own feelings as part of mental care

Happiness, anger, sadness, and fear are the primary feelings of a human being.



Happiness



Anger



Fear



Sadness

- We will be mindful of the feelings we feel good at, are happy at, get satisfied with and are amused with. We will feel them and draw energy from them.
- We will try to understand our happiness, anger, sadness or fear. We won't blame ourselves for any of these feelings. We won't look down upon ourselves. We will consider whether the behavior I am doing to express my feelings may hurt me or others. If so, we will choose a healthy alternative way to tell them. For example, we can explain why we feel angry without shouting if we are angry with anyone. We can clearly express what we would expect from another person. Since today our slogan is –



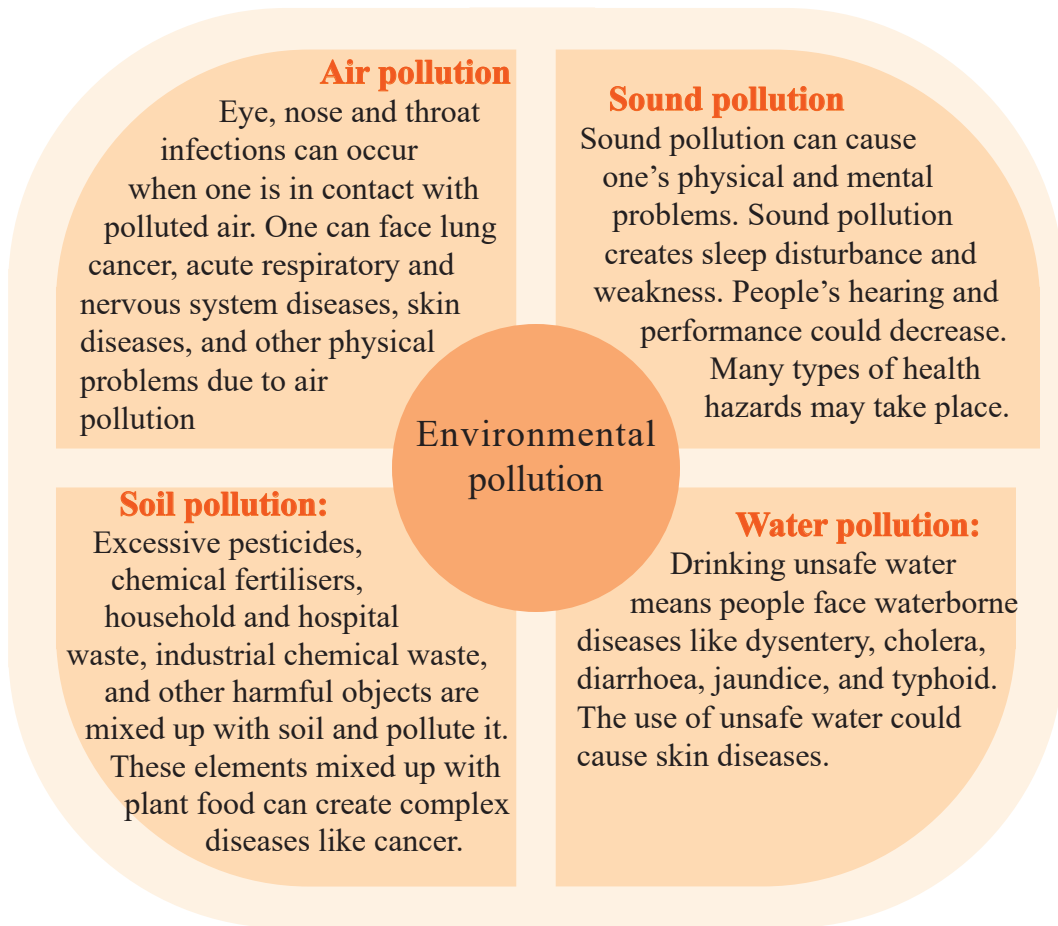
Staying safe

Keeping the environment pollution-free, neat, clean, and preventing and controlling diseases are vital for staying safe.

Environmental health

Every element of nature is vital for human life. The three aspects of nature - soil, water and air are often polluted by human activities. It has negative impacts on human health. We will be alert to be safe from this pollution. We won't pollute the environment by littering here and there. We will make our family, friends and neighbours aware not to pollute the environment. We will use masks to avoid air pollution. We will boil water

properly before drinking it. We will not litter the soil, pond, ditch, canal-beal, river, or anywhere else. We will not blow the horn and use mike unnecessarily. We will not make loud sounds which could create other's problems. We will keep the homestead and surrounding neat and clean.



Prevention and control of diseases

Communicable disease

Some diseases spread from one patient to another. These kinds of diseases are called infectious diseases. Like- influenza, whooping cough, diphtheria, diarrhoea, cholera, hepatitis, conjunctivitis, tuberculosis, typhoid, measles, pox, malaria, AIDS, Covid19 etc.

Infectious diseases can spread through any object or animal, even without a human body. Generally, contagious diseases are spread widely by water, air and insects. Some water-carrying infectious diseases are typhoid, cholera, diarrhoea, etc. Some airborne infectious diseases are chicken pox, influenza, Covid-19 etc., and some of the insects carried infectious diseases are dengi, chikungunya, malaria, etc.

Means of spreading infectious diseases

1.From hand to food: Our hands get dirty in many ways. When we prepare, supply or serve food, they are touched by the dirt in our hands. It helps different types of germs get into our bodies.

2.From food to the body: If we don't wash or boil food properly, germs could get into our bodies and make us ill in many ways. One of the ways to spread infectious diseases is through water. If we don't drink safe water, we can be easily infected by its germs.

3.From an infected person to another's body: Germs can stay in an infected person's saliva, runny nose, and tears. Suppose the infected person touches anyone else's body after touching his own nose, mouth, and eyes without washing his hands. In that case, the new person can be affected by germs. When an infected person sneezes or coughs, the saliva or runny nose water particles are mixed up with the air. The person can be infected if the floated germs of air get into a healthy person's body through the nose, mouth and eyes.

4.Through mosquitos from an infected person: Some infectious diseases like- dengue, chikungunya, malaria, etc. spread from an infected person to others through mosquitos.

5.Through infected animals: Rabies spread in humans with the bite of an infected dog or cat.

Ways of preventing infectious diseases:

We understand easily from the above discussion that we must follow the rules below to prevent infectious diseases.

1. We should always correctly wash hands with soap, soil, or ash before taking a meal and after using the toilet. Coming from outside the home, we should wash our hands and mouth with soap.
2. We must drink safe water always.
3. We will avoid contact with infected people.
4. If we are infected, we should isolate ourselves.
5. When sneezing and coughing, we must cover our nose and mouth with an elbow or handkerchief.
6. We will wash fruits or raw vegetables with safe water before eating them.
7. Food should be properly boiled while cooking. We will tell it to others who cook at home.
8. We won't eat rotten or stale food. We should use the correct method for food preservation that ensures food quality. We won't eat food not appropriately preserved.
9. A blood test should be done before any blood transfusion. We will tell it to others as well.
10. We should take all available vaccines to prevent infectious diseases.
11. We would strictly maintain any instruction from the local health department while facing any epidemic or pandemic situation.
12. We won't come to contact with any unvaccinated dog, cat, or other wild animals.

Non-communicable diseases

Diseases that do not spread from one body to another are called non-communicable diseases, such as cancer, paralysis, high blood pressure, diabetes, etc. We should be careful and take necessary actions to prevent these diseases. Here are some ways to prevent non-infectious diseases.

- Spend at least 1 hour for physical exercise and outdoor sports daily.
- Avoid any soft drink
- Avoid excess fatty food.
- Take regular and moderate rest and sleep.
- Effectively manage anxiety.

A summary of my team's information and ideas

We prepared a draft on the subject fixed for our team by collecting information and ideas from this book, books for other classes, health specialists, the internet, etc. We finalised that draft with the help of the teacher. Now we will write a summary of those ideas and information in our own words or drawings in the space below.



Preparation for a smart presentation of information and ideas at the health fair

We have finalised the information and ideas with our team as per our duties. Now it's time to prepare for the fair. Let's discuss how to make the presentation enjoyable at the health fair in the group. We can create posters, banners, festoons, photo puzzles, handbills etc. Let's plan how to decorate the stall at the fair for a festive and exciting presentation. We can make a list of items that we could use. We can get ideas for organising the stall from the picture below. Our teacher would help to complete the plan in some sessions with us.



After preparing for the health fair, we will stay at our stall as per the teacher's instructions. We will present information and ideas developed nicely in front of other classmates when they come to the stall. We will go to another stall and get news and views from them. We will participate in discussions as much as possible and learn new information and ideas from other students. We will write information if needed. We will ensure every classmate in our team is going to other stalls.

What we have learnt from the health fair

What information and ideas have we received from other teams vital for us? How many of them can we use in our life? Let's write the important information and ideas in the table below. Let's also write some information and ideas that are important for our team in the table below.

The information and ideas that I want to use in my life to take care of my physical health	

The information and ideas that I want to use in my life to take care of my mental health	

The information and ideas
that I want to use in my
life to stay safe

The information and ideas that I want to use in my life to stay safe	

My new health tree

Let's look at the health tree that we made earlier. Did we leave anything important about good health there? If so, we will make a new health tree with the missed points. What is the difference between the former and the present health trees? We have prepared our new health tree to learn about good health's different elements. Undoubtedly this is an important work that demands responsibility. We did the job to be appreciated.

We thank ourselves for this. From now on, regular practice of the rules in the health tree will play an essential role in building our good health.



My new health tree



My new daily routine

We have made our new health tree. Now it's time to create a new daily routine. Let's look at our daily routine at the beginning of this chapter. What is missing in that daily routine? What should we add? We will use the essential ideas gained from the health fair. We will make a plan for weekly activities in the table below. We will address every health issue in our daily routine. For example, as the activities for physical health care should be included in daily routine, activities related to mental health care should be included there too. We will write again about what to do to stay safe and secured. The table is divided into some columns - morning, noon, afternoon, and night as before. There is a chart for seven days below as well – Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday and Friday. We can take help from the teacher if we want to understand more of this work. Let's finalise the daily routine with the teacher's advice.

	Morning	Noon	Afternoon	Night
Friday				
Saturday				
Sunday				

	Morning	Noon	Afternoon	Night
Monday				
Tuesday				
Wednesday				
Thursday				



The practice of good health

This chapter teaches us what it takes to stay on the path to good health. Through daily routine, we have known the essentials work for good health. Now it's time to practice them. We will do health issue-related work as per planning for the rest of this year. We will write our activities and practices per the teacher's instructions in a personal diary or journal. We will regularly prepare reports on our activities to be checked by the teacher. In addition, the teacher will discuss these topics in the classroom from time to time. This way, practice and exchange of views will continue throughout the year. Before writing a diary or journal, we will follow the questions below.

- What did we do in the last month
- How did we feel about doing that?
- How do the activities help us stay healthy, happy, and safe?
- Did we face any problems when doing these works? If so, how did we solve them?
- Do we need any help from our teacher or family? What's that?

Remember that this is not only for one year. This journey is for your whole life. This year we will develop practices for good health. These practices will always show us the path to good health. Many thanks for properly completing the activities of this chapter. Congratulations on the plan to start a journey towards good health. I wish you good luck in the future to keep practising good health.

My development, my achievement

The teacher will complete the table below. By this, the teacher will share ideas on our improvement and inspire us. He will also tell us how to improve more. On the basis of learning activities, he will assess the quality of my work using the star shown below.

Very well = ★ ★ ★ , Well = ★ ★ and Need more improvement = ★

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

Session no.				
		How spontaneous was my participation in the sessions	How respectful I had been towards other students during my participation	Quality of work done in this book
Session 1-4	Rating			
	Teacher's comment and advice			
Session 5-9	Rating			
	Teacher's comment and advice			
Session 10-21	Rating			
	Teacher's comment and advice			
Session 22-33	Rating			

Table 2: My team work in the health fair

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Name of the fair organised team:	Sincerity, helpfulness, and mutual respect at fair planning work	Suitability of the different materials shown at the fair to create interaction and attraction	The quality of this bookwork
Rating			
Teacher's comment and advice			

Table 3: My good health practice

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Name of the fair organised team:	The quality of my plan	The dairy has written practice and work as per planning.	The correct concept of good health reflects practice work
Rating			
Teacher's comment and advice			

Chapter

02

Care in My Adolescence



We will find ourselves differently in this chapter. Do you know what we are going to know? We will learn about a travel story here. Do you know what it is about? This is a journey towards our changes. Let's tell it in easy words. When we were born, we were tiny babies. Gradually we could learn how to sit, walk, run and at one stage we became students at schools. Now we are class six students after completing our course in grade five. Thus we have taken a journey starting from our childhood to boyhood or girlhood. This period is also called adolescence. This gradual growth is a journey. It's ultimately a journey of our own. A series of changes take place during this period. Some of these changes are physical, and some are mental. We will learn about them in this chapter. We will explore how to keep well throughout this journey and practice what we learn in our life.

Let's read the comics.





Do you find any similarity between these two comics and you? Do we face such situations as Sajib and Rita? Do we see such changes in us? Why is this?

The process of this gradual growth is a kind of change. The more we pass the days, the more we are grown. The period we are undergoing now is identified as adolescence or teenage. It's a bridge between childhood and adulthood. Looking at the bridge down, you will likely understand it better. The picture below will shed more light on this issue.

The age we are undergoing now is called boyhood or girlhood.



It is such a period of life when many changes are evident in body and mind. Sajib and Rita are also two adolescent boys and girls of our age.

We have discussed the comics in class with our classmates and teachers. Below we see some questions regarding the changes during adolescence. We will use the blank spaces below the questions to write what we have known as the answers to these questions. The answers will be entirely ours. If we like them, we will share them with someone; if we don't like them, we won't. If we don't understand anything, we will ask our teachers.

My ideas about changes in teenage or adolescence

What do I know about adolescence?

What changes do I notice in my body?

What new ideas do I have in my mind?

What are the changes in my everyday behavior resulting from these changes?

Changes in adolescence are pretty natural. We all go through this process. It's true that sometimes we have many questions regarding these changes. These questions include what is happening in me, why this is happening, who I should talk to, what should I talk about if anyone minds listening to my stories etc. We will try to find solutions to these questions through the following case studies.

Let's read the following cases:

Case 1

Dipa is a sixth-grader. She used to come to the school regularly while she was a student in grade 1 to grade 5. Her result in the annual examinations was always good. Since she became a student in grade six, she has been irregular in her classes for a few days every month. She stays at home these days. As a result, she could not take part in-class activities on those days. It hampers her studies a lot. On one side, she feels a disturbance in her studies. On the other hand, she feels a kind of uneasiness. She doesn't understand what to do. It makes her timid. She feels shy to speak about these issues. Her mind is full of confusion and conflicting ideas. She doesn't feel like speaking to her classmates, friends, or neighbours – not even her mom. She likes to stay alone instead of mixing with anyone. Her result in the terminal examinations would not be as good as expected. Dipa is worried about her life and future.

We have learnt about Dipa's problem. Let's answer the question below.

a. Why does Dipa stay at home?

b. How does she feel about staying at home then?

c. What is happening in Dipa's mind?

d. What, according to you, should Dipa do so that she is not worried to think about her future?

Case 2

Rana is a student in grade six. He is regular at his school and obeys his teachers. As Rana's friends love him, his neighbours and family members are very affectionate to him. But recently, Rana doesn't play with his mates. He does not go to school regularly as before. Sometimes he is restless. He is unable to express the reasons for his restlessness to anyone. His mom notices that he doesn't even allow anyone to enter his room. He also doesn't let anyone touch his clothes. He loses his temper quite fast. Rana is shy to express himself. As a result, those close to him gradually maintain a distance from him. Rana is worried about his new experiences.

We have known Rana's problems. Now let's answer the following questions.

a. Why does everyone love Rana this much?

b. What are the recent changes in Rana?

c. What could be the reasons for Rana's uneasiness in expressing himself?

d. What, according to you, should Rana do so that he is free from his fear?

We have read the stories of Dipa and Rana. We have also written answers to some questions in our way. Our teacher would show cartoons on adolescence in the class. If the teacher cannot show it, s/he would provide us with related information collected from different sources. We can also collect some additional information from this textbook. This could be important information for us.

Additional information and ideas regarding adolescence

Changes in adolescence: Adolescence is a state of body and mind. It is a natural process of growth. It is a vital stage of human life. Girls experience this change between age 8 and 13, while boys experience this within 10-15. This stage creates many changes in the body and mind.

There are two types of changes during adolescence. These are -

1. Physical changes
2. Psychological changes

Physical changes: The changes in the body during adolescence are physical. A little attention is enough to realize these changes. However, these changes are not the same for everyone and never come simultaneously. We need to accept them as usual. These changes include:

- rapid growth in height;
- weight gain;
- stronger body;
- changes in body structure like the adults;

growth of hair at different parts of the body;

- change in skin and hair;
- acnes on the face;
- change in voice.

Boys have some additional changes.

- Their voice becomes dense.
- They have moustaches and beards.
- Their muscles are strong, and they experience ejaculation.

Girls have specific changes too.

- Their body becomes heavier, and body shapes change.
- Muscles become stronger.
- Menstruation begins.

Psychological changes: During this stage, there are different sorts of questions, uneasiness, curiosities and feelings in mind. Changes that take place due to these reasons are Psychological Changes. They include-

- intense desire to have additional attention, care and love from near and dear ones;
- developing the concept of personality as an individual;
- increased impulsive tendency;
- curiosity towards opposite sex;
- conflicts and restlessness regarding many things in mind;
- interest in social activities and cooperation;
- Several boys and girls are too conscious of themselves. They possess potent emotions in them. They have quick mood swings, e.g., quickly shift from happiness to unhappiness. Maybe they are in a good mood today but are down or irritated the next day.

Some misconceptions about adolescence and correct information:

Boys and girls during their adolescence undergo some physical and mental changes. Since they don't have any ideas about these changes, they have questions in their mind. They develop misconceptions due to the correct information. So they need to know what the misconceptions are and what is the correct information.

Misconceptions about menstruation	Correct information
This is a kind of disease.	It's a natural physiological process.
It's not good to participate in any games and sports during menstruation.	There is no problem with participating in regular activities and sports during menstruation.
One should not take a shower during this time.	One should take a shower regularly.
One should not go out during this time.	There is no problem is going outside.
One should not take fish, eggs, meat and sour and hot food.	Food habits should be regular – nutritious food should be taken, and health rules should be followed.

Some misconceptions regarding ejaculation	Correct information
This is a disease.	It's a natural physiological process.
Those who think of something ill or bad have this experience.	All boys during their adolescence have this experience.
It's a cause of physical weakness.	There is no relation between this and weakness.

Body care and nutrition during adolescence

Both boys and girls should do something to stay healthy in different situations during their adolescence or teenage period. Some of them are stated below.

- Take a regular shower: Boys and girls sweat more during this stage. We can stay germ-free by taking a regular shower with soap. In addition to this, we need to brush our teeth regularly and keep our nails short. Every part of the body needs to be clean. Besides, washing the face and hands after returning from outside is essential.
- Wear clean clothes: We should always wear clean clothes. Uniforms should take off immediately after returning from school. If the clothes are dirty, we should wash them before wearing them. In addition to this general care, boys and girls need special body care.
- Health care for girls during adolescence: Clean cloths, cotton, or sanitary napkins/pads are usually used during menstruation. Hygiene should be maintained while using them.
- During menstruation, sanitary napkins should be used. Use clean clothes, if not possible.
- Used clothes or sanitary napkins should be changed 3 to 4 times daily.
- Washed clothes should be dried under the sun in a ventilated area after washing. Clothes dried in bright sunshine reduce the risk of infection. They increase the risk of disease. Drying clothes in dark or damp places and on the bushes or trees are unhealthy.
- At the end of the period, the clothes can be cleaned, dried, folded in a plastic cloth bag, and kept for future use. After use, it should be wrapped with paper, thrown in the bin, or buried in the ground. In no way the used clothes or pads could be thrown in the drains.
- Extra clothes or pads can be wrapped in paper and kept in the school bag. It can be easily used if menstruation starts suddenly while you are in school.
- In some cases, lower abdominal pain may occur during menstruation. In that case, hot water compression could be taken in the lower abdomen. However, you must accept the advice of a doctor if the pain is severe.
- Health care for boys during adolescence. During this period, boys began to produce semen. Sometimes excess semen overflows from the organ and automatically comes out of the body. There are different kinds of misconceptions in our society regarding this issue. They create stress for many people. If we are afraid of it, we may face various mental problems. We should take this as usual. We should take a regular shower and keep our bodies clean.

Habits of a nutritious and balanced diet during adolescence

Enough balanced diets are essential for good health and natural growth. The needs and requirements of a balanced diet vary at different ages. Boys and girls grow fast during their adolescence. They are busy with studies, sports and exercises. That's why they need more energy.

- We should develop habits of proper eating and physical activities. Besides, we should practice habits of eating an exact proportion of nutritious food.
- If someone has any history of suffering from malnutrition, various physical complications may occur during this time. So we have to eat all kinds of nutritious food, mainly iron-rich food like- arum leaves (kochu sak), red leafy (lalsak) or lever (koliva) etc.
- The idea is wrong that during menstruation, one should not eat sour food. Instead, they should eat sour food like lemon, orange, amla, olive or any fruit containing Vitamin C.
- We should drink lots of water during this time.

Mental health care during adolescence

We should know the correct information about mental health care during adolescence. This time boys and girls feel impulsive emotions. This is normal. This information would help them to overcome unnecessary fear or tension. This would make them confident to be responsible. We have learned how to keep our minds well from our first chapter by this time. We can apply them to take care of our minds during adolescence. Besides, here are some techniques to take care of sudden anger:

- Breathe in and breathe out slowly 3-5 times.
- Count inverse from 50 to 1.
- Change the place that makes me angry.
- Wash hands and face many times.
- Express feelings by drawing a picture.
- Talk to someone dependable and trustworthy

Review: My ideas about change during adolescence

At the beginning of this chapter, we completed a table about my ideas about changes in teenage or adolescence. Then we learned many things from comics, case studies, cartoons, various sources of information, and this book. Now complete the table using the new ideas.

What do I know about adolescence change?

What I know now about the changes in my body?

What I know now about the new thoughts in my mind?



Health care during adolescence

We have got the ideas of adolescence wellbeing by doing the activities in this chapter. Now it's time to practice. We will do health issue-related work as per planning for the rest of this year. We will write the teacher's instructions or practice in a personal diary or journal. We will prepare a journal at certain times to be checked by the teacher. Before writing dairy or journals, we will follow the questions below:

- Which new work did we do in the last one/ two months?
- How did we feel about doing them?
- How do these works help me for my wellbeing? (Do I feel healthy, clean, safe, happy, and spontaneous?)
- Did I face any problems while doing these works? If so, how did I solve it?
- Do I need any help from my teacher or family? What's that?

Keep in mind this is not only for one year. Instead, it is for the whole adolescence period. This year we will develop practices for good health. These practices will always show us the path to good health in adolescence.

Thank you so much for taking part in the activities in this chapter. Congratulations on the plan to start a journey towards good health during adolescence or teenage. I wish you good luck in the future to keep the practice.

My development, my achievement

The teacher will complete the table below. By this, the teacher will share ideas on our improvement and inspire us. He will also tell us how to improve more. On the basis of learning activities, he will assess the quality of my work using the star shown below.

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Table 1: My participation and the activities I took part in this book

Session no.				
		My spontaneous participation in sessions	My respectful attitude toward other students during participation	The quality of my work in this book
Session 1	Rating			
	Teacher's comment and advice			
Session 2-4	Rating			
	Teacher's comment and advice			
Session 5	Rating			
	Teacher's comment and advice			
Session 6	Rating			
	Teacher's comment and advice			

Table 2: My practice for good health during my adolescent

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Session no.			
	The quality of my plan	Maintaining a diary or journal regarding the practices or activities as per planning	Reflection of appropriate teenage care in the practices or activities
Rating			
Descriptive feedback			

Chapter

03

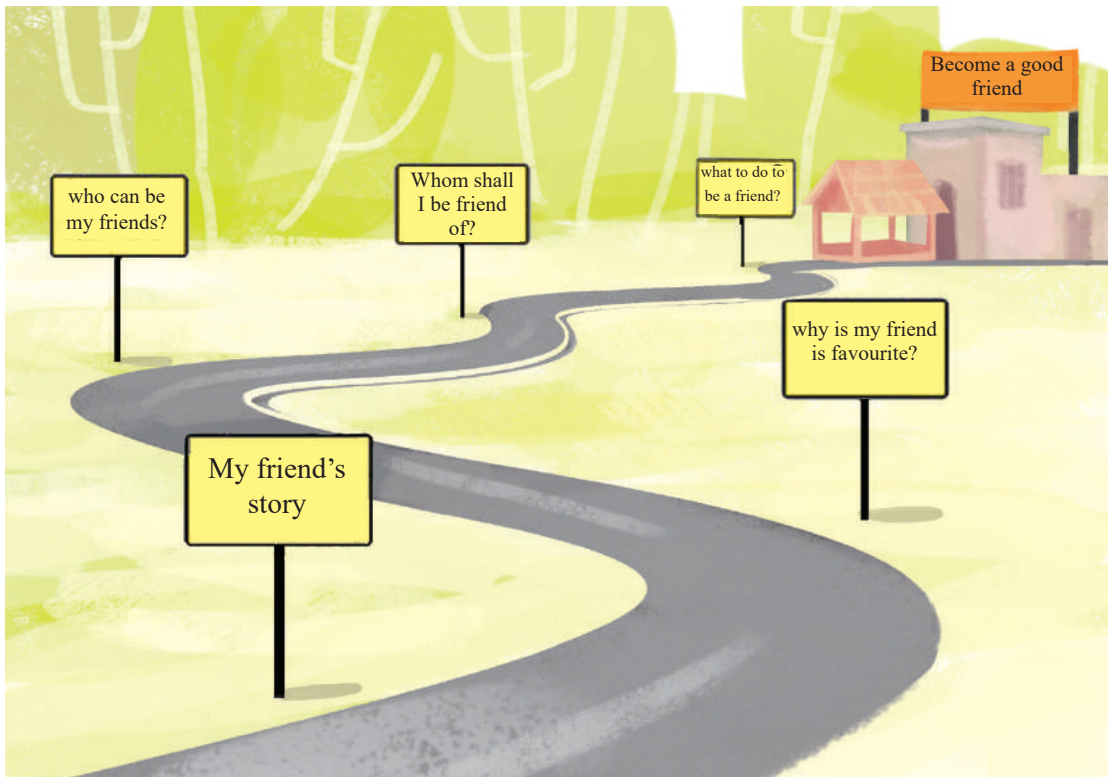
Let's Make Friends



Who doesn't like to spend time with friends, does anyone? What do we do with friends? Are all friends equally favourite to you? Among all the friends, someone is a little more favourite, isn't it? We speak our hearts with them. We cannot wait to share our happy stories with our friends. Again if we are hurt or angry with someone, we must share it with a friend even when we have none else to speak to.

While studying this chapter, we will make friends with someone new. We will do some things so that we can be good friends. First, we will choose an existing friend and then think about how we became friends and what we did for friendship. Then we all share our stories of becoming friends with everyone. After knowing what it takes to be good friends, we will be good friends with new people.

My Friend's Story



We will go through the path mentioned above step by step. We will reach our destination after crossing these six steps. In the last step, we will make new friends. Then we all will celebrate the moment of making new friends.

My Friend

My Friend's Story

Now, we will talk about our friends. We will tell what aspects of our friends we like and why we consider them good friends. However, we will tell the story through pictures. We will draw pictures of the story below.

A large empty rectangular box with a thin orange border, intended for drawing. In the top right corner of the box, there is a small orange icon of a paintbrush.

Why is my friend's favourite?

We have heard story of our friend. We understand from the story we love our friends very much. A friend is a favourite to everyone. Do we know why a friend is so favourite? What has he done to be my favourite? Let's think about it, and when we find the reason, we will write it in the table below

Why my friend is my favourite	
Reason	How do I feel
He listens to me attentively.	I find peace and feel important

We have found out why my friend is my favourite. Now we will hear from our classmates about their friends. They will tell us why their friends are their favourites.

Ways to become a good friend

Firstly, I have found out why my friend is my favourite. Then we know why our classmates' friends are their favourites. Now we are aware of the ways of becoming good friends.

So we understand which attitude helps us to build a friendship. They are:

- We should listen to a friend attentively.
- We should try to understand a friend's feelings. I can ask myself whether I understand him correctly. If necessary, I can ask him questions for clarification.
- We should respect a friend's feelings. We should not blame our friends.
- If our friends make any mistakes, we should not blame them immediately. If we have anything to say, we could wait until they feel better. We could make them understand their mistakes later.
- We should explain how we feel when they are happy or unhappy, joyful or sad.
- We should try to know whether they need any help from us. We should not force them if they are not interested in saying anything. We would help them as much as we could.
- We should take their consent to see them or to do something with them. We should thank them for their support.
- We should not do anything that may make them upset or for which they may feel shy.
- We should say sorry if any mistake is made on our end.

We feel good when friends show these attitudes. It makes us happy when they understand us and stand beside us. It gives us pleasure. They don't want to hurt us because they love us. We are benefitted from their attitudes and feelings. This is what we call empathy. Empathy drives us to respect each other. Those who have empathy become close to us. It gives a good feel in relationships. As a result, conflicts among us are minimised. We have known about empathy and its benefits. Now I write five empathetic behaviours of mine on the next page.

My empathy

၁၂

၁၂

၁၂

၈၂

၉၂

We don't understand others' feelings and needs if we lack empathy. We talk without understanding the situation and the feelings of others. Sometimes we do or say something which is undesirable and may hurt others.. Sometimes our siblings, relatives, classmates, and friends are hurt too. Sometimes some people shrink away as a result of such behaviour. They can't adjust to others. They can't trust anyone. Consequently, they face problems making friends, continuing studies, and paying attention to other work. These problems may remain in them even when they grow up. Sometimes unknowingly, we do something that hurts our parents

Now let's see the picture minutely. Let's think about what we see here in these pictures.



At first, we took time to think about the pictures and then shared our ideas with classmates. Now we have some ideas for making friends in different situations.

Do I have any similarities with the pictures? Do I do anything similar to what we see here? Do I feel like doing anything similar to these pictures? Let's complete the table below with self-answers.


Examples of my empathy	The empathy that I would like to practise from now

Who can be my friends?

Sometimes we incur some attitude as shown in the pictures from our family, relatives, and neighbours. Sometimes we ourselves show those behaviours too. Sometimes we develop friendships inside a family. This friendship can be more intense with one person than with another person.

Have we ever tried to realise who I consider my friends? Isn't it exciting? If so, we could speak to friends in the family whenever we like. We can share happiness and sorrow if we want.

Now we will find out three persons in the family to whom we are empathetic. We will draw lines to show what empathy we offer to each of them. If we show the same behaviour with more than one person, we will draw the same line for each of them.

Empathetic attitudes	My friend in the family (name and relation or picture)
Listening attentively	
Praising and encouraging good work	
Trying to understand feelings and situations. If necessary, speaking to him/her to know whether I understand him/her correctly.	
Showing respect to their feelings and not blaming.	
Not blaming them even if there's any mistake. If we want to say anything, we will wait until they feel better. We could explain our point later.	
Expressing how I feel about his/her happiness and unhappiness, joys and sorrows.	
Knowing if they need any help. Help them as much as possible. However, if they are not interested in saying anything, don't force them.	
Seeking permission from them before any service towards them. Thanking him/her for the approval.	
Not doing anything that might upset or embarrass them.	
Staying away from any work that is harmful to them.	
Saying sorry if we make any mistake.	

The table above shows friends in our family. The table also shows what type of friendship we have with those three people. The more the lines go to a person, the deeper the friendship is. Do we want to develop friendship with the three friends in our family? We can improve relation with them by adding some new behaviour which are not in practice now.

Our friends love us. They stay beside us. We are benefited in many ways from them. We are benefited in many ways from the nature around us. Light-air, water, tree, animal, and bird are the elements of nature, in addition to humans. Are plants and animals our friends? Let us find out the answers now.

Plants

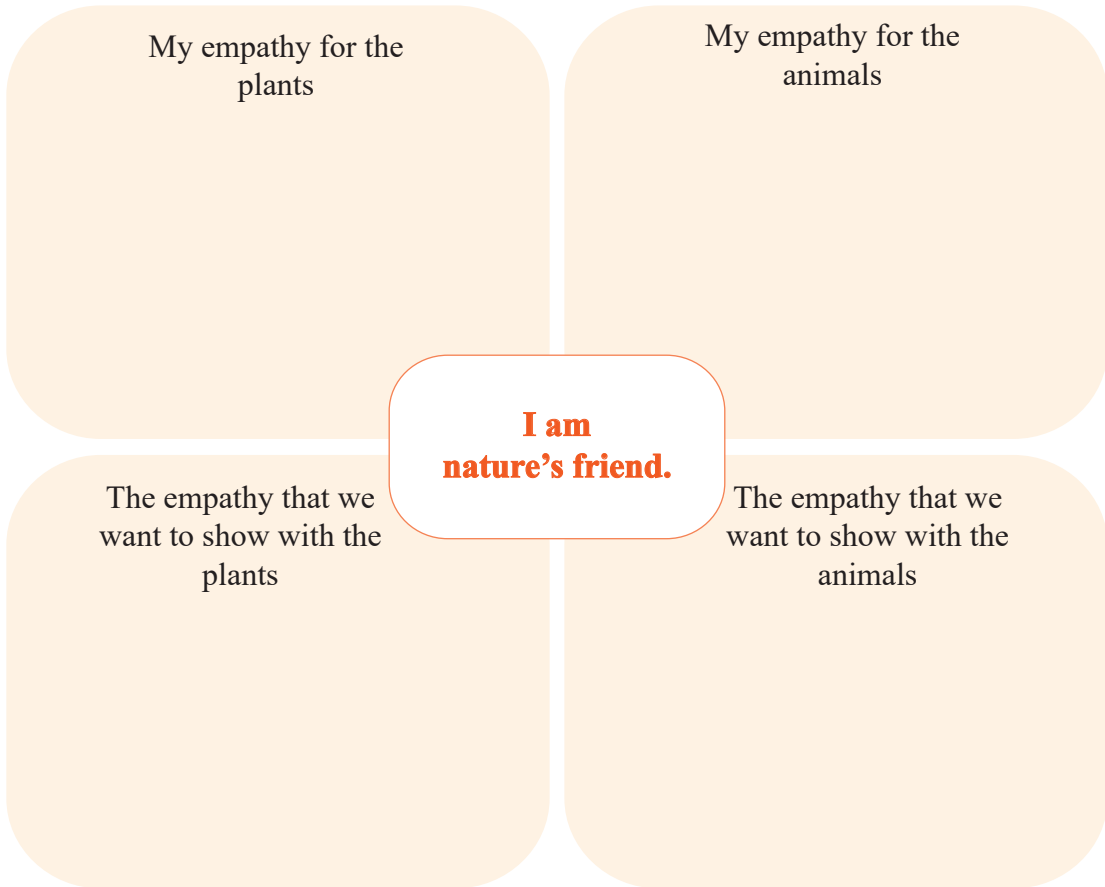


Animals



The plants say why they claim themselves our friends. Animals also say why they claim themselves our friends. We understand why they are our friends. Can we claim them as our friends? What do we do for these friends of ours?

Now let's see what we do for the plants and animals. We will write what attitude we show toward them and what we want to do for them in the next page. Then we will understand due to our empathetic attitude, and we can consider them our friends.



We live in this nature; every element of this helps us to live. Light, air, soil, water, plant, animals, etc., keep us alive. They make our life easy and beautiful. We will be respectful and thankful to them. We will thank them. We won't do anything harmful to them.

Who I'm a friend to?

We have been taking a journey to make friends for the last few days. We could pass three steps one by one. We have passed the first step by identifying why my friend is my favourite. Have we passed the second step by knowing the meaning of friendship? We have passed the third step by knowing who could be our friends.

We will be more attentive to the last step of our friendship. We have only three more steps towards our new friendship. Then we will have our new friends. Are we all ready? Let's complete the last steps.

Now our journey begins towards the fourth step. I'll find out whose best friend I want to be. I will find out someone who has no friendship with me. After making friends, we all will celebrate our new friendships. We will invite them to that celebration. We will introduce each other. We all will take part in planning and participating in the celebration.

What to do to be a good friend

I will make a phase-wise plan for me to be a good friend. To make this plan, I will see again what I should do to be a good friend.

Empathy toward good friendship

- Listening to others attentively.
- Appreciating and encouraging good work.
- Trying to understand their feelings and situations. If necessary, we should clarify whether we have understood our friends properly.
- Being respectful of their feelings, not blaming them.
- Not blaming them even when they make mistakes. Waiting to tell about their problems until they are in a good mood.
- Expressing to them how we feel about their joys and sorrows, happiness and unhappiness.
- Trying to know whether they need any help. Not pressing them if they are uninterested in sharing.
- Not doing anything that might upset them or embarrass them.
- Staying away from anything that might harm them.
- Saying sorry for any unwanted behaviour from us.

Now I'll draw a picture of the person I chose to be a friend. I will note down his/her personal information and reasons why I want to be his/her good friend. However, before I have done this, I have to know whether s/he is interested in making friends with me. If he/she is not interested, I'll pick someone else interested to be my friend.

Picture and identity of my friend	Why I want to be his/her good friend



The friendship fair

My good friend

My feelings after being a good friend

Gifts from my good friend

A letter expressing my thanks and gratitude to my good friend

That will I would like to do to make this friendship stronger

The practice of empathy in friendship

I have learnt about empathy and its importance in friendship by participating in the activities in this chapter. Now it's time to practice. I will practice empathy as per our plan for the rest of the year. I will note down in a personal diary or journal how we have practised it as per the guidance of the teachers. I will prepare a journal at regular intervals to be checked by the teacher. Besides, the teacher will tell us about it from time to time. This practice and exchange of views will continue over the year.

Before writing any diary or journal, I will think about the questions below:

- What did I do as per the new routine during the last month?
- How did I feel while doing them?
- How do these works help us to keep friendships with others?
- Did I face any problems while doing these works? If so, then how did I solve that?
- Do I need any help from our teacher or family? What's that?
- I'll remember - this is not for this year only. Instead it is a journey for my whole life. This is a year to practice empathy towards others.

My Development, My Achievement

My parents and teachers will fill in the table at the next page. I will fill it in too. Through this, I will get ideas about my development. I'll encourage myself to find out further areas for my improvement. My parents and teachers will recognise my development. They will let me know what I did well and how to better them. Thus the teacher will show ways for self-development. They will encourage me. They will explain how to go for continuous development. On the basis of learning activities, he will assess the quality of my work using the star shown below.

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

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

Session no.		My respectful attitude toward other students during participation	My efforts to understand other students' interests and situations during participation	Quality of the work done and practice in the textbook (guardians will assess only the practice part)
Session 1-2	Own rating			
	Comment			
	Teacher's rating			
	Comment			

Session 3	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 4-8	Own rating			
	Comment			
	Teacher's rating			
	Comment			
Session 9-12	Own rating			
	Comment			
	Guardian's rating			
	Comment			

Table 2: My practice of empathy (The teacher will complete this table.)

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

	Accuracy of the plan of practising empathy	Record keeping of practising empathy in a journal as per plan	Reflection of empathy-related issues in the practice of empathy
Rating			
Descriptive feedback			

Chapter

04

Let's Discover Own Self

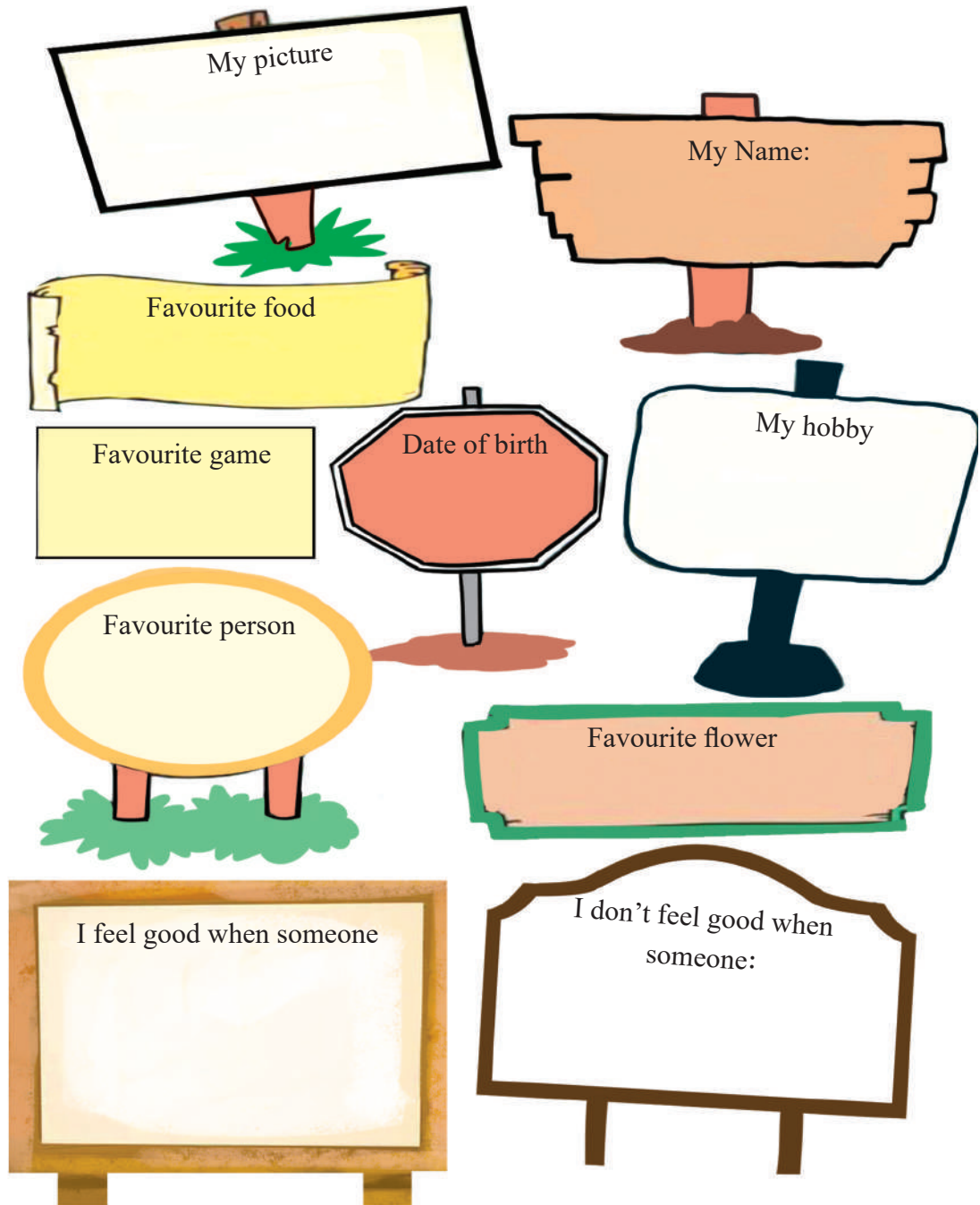


Does the title of this chapter look a little different? How is this title- discovering own self? Humans have discovered many things like - the telephone, electricity, medicine, and many more. But discovering own self – isn't it strange? But in this chapter, we will do that. Every one of us has some power and qualities. It makes us different and unique from others. Again despite our differences, we live in parity with others in society. We will find out what qualities of ours should we know and what qualities will help me in contributing to the community. We will find out about these issues. Let's start the work of discovering ourselves.



The next page contains a table where we will write about ourselves.

Have a glance at me



Let's go to a flower garden

How do you feel when you see a flower garden with different flowers? Flowers have different colours - red, blue, yellow, etc. They have a varied smell. Some flowers are small, but they smell strong. Some flowers have bright colours, but they have mild smell. Flowers vary in type and smell. Every flower of a garden contributes to beautifying the garden of its quality. Do you know why we are talking about flowers? We are talking about flowers as we all are like flowers in a garden. How diverse our qualities are! We all have our qualities. With these qualities, we always are doing something for ourselves and others. Everyone is unique and has potential. It is necessary to remember that everyone has their own choice, desires, and needs.

Since I am one of the flowers in this garden, let's know about other flowers here. It means we need to know about the features and qualities of our classmates. Let's thank them for individual characteristics.

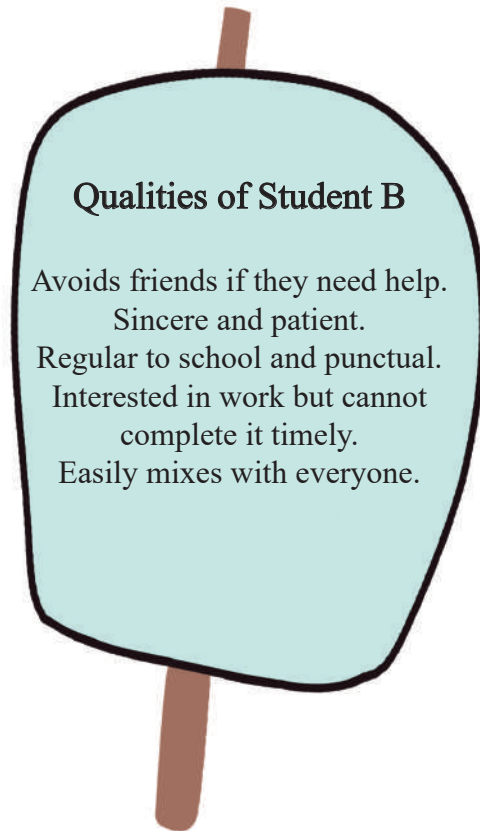
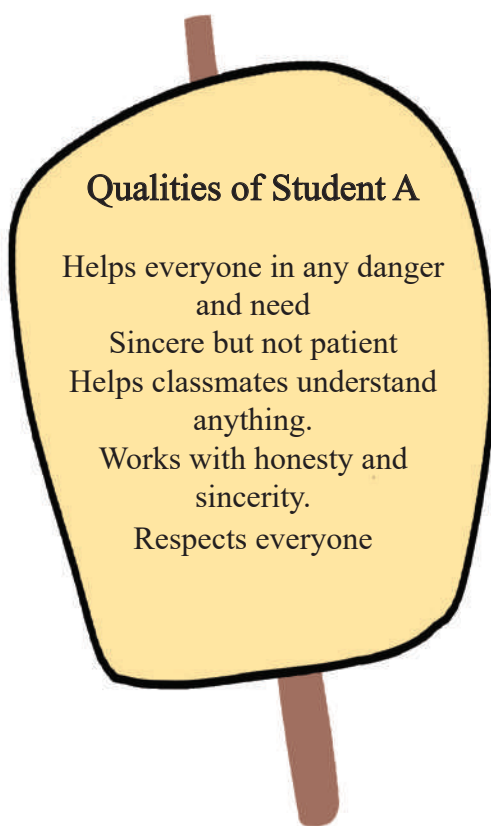


We know from this flower garden that we all have some personal qualities, which are different from others. None of us is entirely identical. Everyone has unique qualities. This uniqueness is natural

Read the case or story below and answer the questions

We have seen the flower garden. Now we will discover some new things. A case or story has been given here. Read it with friends and answer the questions.

Students will elect a captain for class six at Adarsha Uccha Bidyalaya. Student A and Student B, both are students of class six. They both are interested in it. The teacher now asks other students to select the captain. Since they both are popular in class, students are discussing between them.



Now, answers the questions below:

1. Who would I elect as a captain?

-

2. For what qualities of him I would have selected him and why?

-

Do we understand human qualities by reading the above case? How many of them are useful for others? Let's discover another quality to make our ideas clearer.

Physical and psychological qualities and features

Here are some words related to human physical and psychological qualities. We will write them in appropriate boxes using our intelligence and critical thinking skills.

We have mentioned physical and psychological qualities and features in the boxes above. Both physical and psychological qualities and features are important. Do we know which ones are more important? What human qualities, according to us, should be given priority - physical features or psychological features? We can discuss it next to my friend in the classroom. We will learn many new things from this discussion.

Generous - Shape – Strong – Rigid –face structure– Sincere – Height – Shy – Thoughtful – Kind – Skin colour – Selfish - Helpful

External (physical) Features

Internal (psychological) Features

We have mentioned physical and psychological qualities and features in the boxes above. Both physical and psychological qualities and features are important. Do we know which ones are more important? What human qualities, according to us, should be given priority - physical features or psychological features? We can discuss it next to my friend in the classroom. We will learn many new things from this discussion.

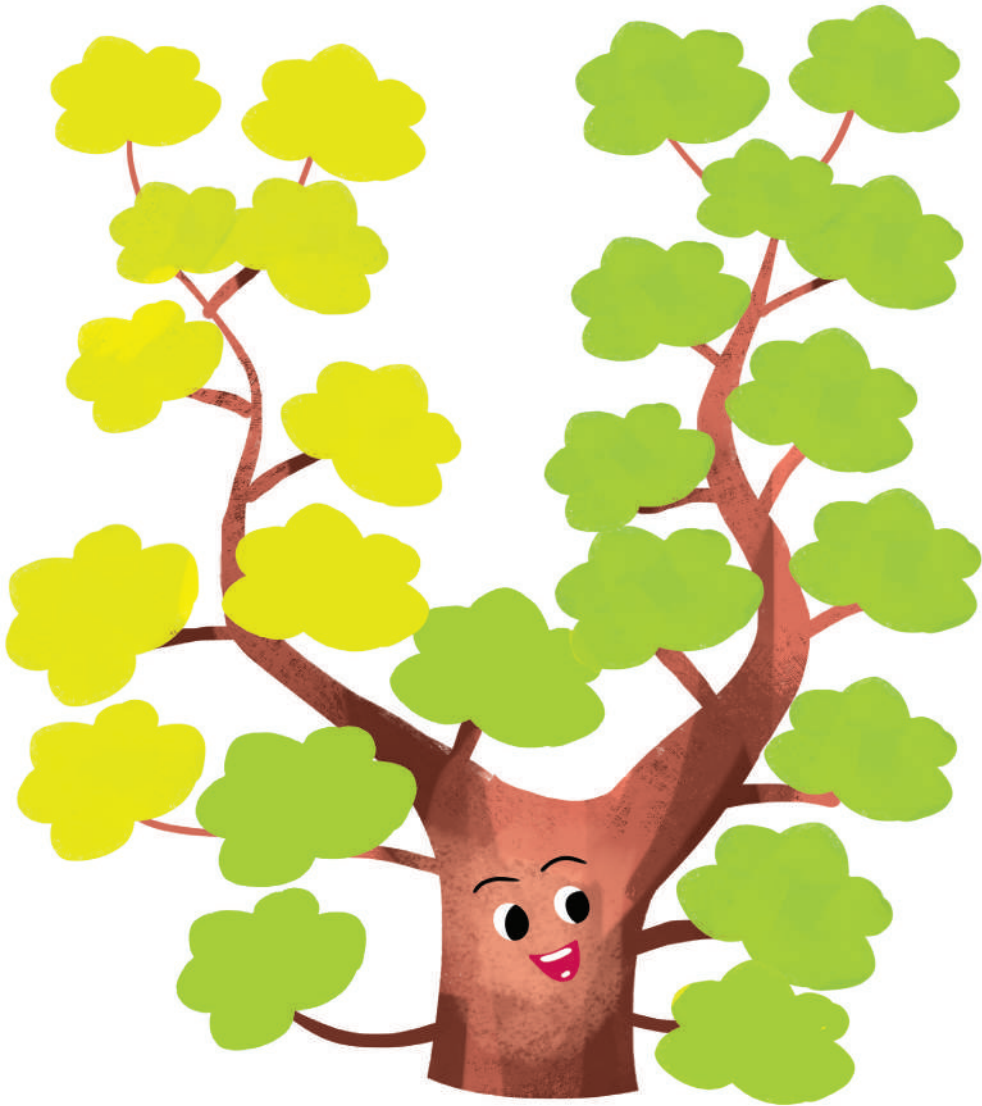
What I consider essential qualities of a human being?

Some human qualities and features are given in the grid below. We see a picture of a tree under it having leaves of two colours - green and yellow.

I will write the qualities and features that I consider useful or important from the list in the green leaf. In contrast, I will write the qualities which are not useful or important in the yellow leaf.

List of Qualities

friendly, arrogant, brave, sincere, jealous, jolly, honest, moody, kind, truthful, polite, annoying, thoughtful, demeaning, lying, cleanliness, economical, caring to everyone, cruel, trustworthy, greedy, optimistic, rigid, logical



My qualities or superpowers

I have some qualities and features of my own. All of them are individual strengths or power. We have written the qualities and features of human beings that we consider essential on the last page. I have some of these qualities and features too. This chapter is about discovering oneself. So if we don't know about our personal qualities and features, self-discovery will remain unfinished. Besides, we have to know which qualities and features we want to develop, haven't we? Let's go and discover our qualities or superpowers. In addition, let's work out what qualities and features we want to develop. Let's think and complete the tables below.

Me	
The qualities and features I have	The qualities and features I want to develop
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Me



Teacher



Family



Friend

Name of a near one from whom I have known about myself	The good qualities and features I have	Which qualities and features I should have
The person I talked to in my family	1. 2. 3. 4.	1. 2.
The teacher I talked to at my school:	1. 2. 3. 4.	1. 2.
The person I talked to among my favourite friends:	1. 2. 3. 4.	1. 2.

My near ones let me know about my qualities and superpowers. They also let me know which qualities and power I should have. They are close to me and hope for the best in me. Now I'll write the qualities and superpowers that my near ones and I have identified.

Let's have a glance at my qualities/superpowers:

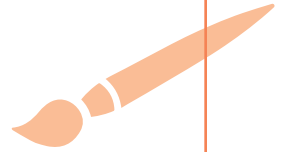


Perhaps we are happy to know about our own qualities. Now I choose two of the qualities that my near ones and I think I should develop in addition to my existing good qualities.



Now we draw our pictures where we are using one/two of these qualities.

Image of my qualities or superpowers



My plan to utilise my quality/superpower

We have known about our qualities or superpowers. We have also known the qualities or superpowers that would make our life more beautiful. At the beginning of this chapter, we completed a grid named 'Have a glance at me. Do you remember a box there named 'I don't feel good when someone...'? There we mentioned two issues and our feeling too. Now our job is to plan how to tackle a situation using the qualities or superpowers we have identified. Let's start –

Case - 1('I don't feel good when someone.... . . This is the first experience that I express.)

Using this worksheet, we will plan to utilise my qualities/ superpowers. I will present below how I would react if I had an experience like 'I don't feel good when someone....'

If someone says to / does me.....

Then what I (will do/ say).....

Safe place (where I can go):

Dependable person (any elderly person to whom I can talk about this):

Case – 2 ('I don't feel good when someone.... . This is the second experience that I express.)

Using this worksheet, we will plan to utilise my qualities/ superpowers. I will present below how I would react if I had an experience like 'I don't feel good when someone....'

If someone says to / does me.....
.....

Then what I (will do/ say).....
.....

Safe place (where I can go):

Dependable person (any elderly person to whom I can talk about this):

My practice of using my qualities/superpowers

We have nicely made a plan on how to use our quality or superpower. If we follow this plan, we can utilise those qualities in our life. I will follow the table below to write my diary or journal. I would note how I could use these qualities in the next two weeks. I would also mention under what circumstances I practised them and then present it to the teacher.

Situation or Case	How I used quality/ superpower	How I felt using my quality/superpower

Thanks for taking part in the activities of the session in this chapter. These qualities/superpowers are not for the time being. We will use them always.

My Development, My Achievement

Complete the table below. It will help the teacher to tell us about our development and encourage us. The teacher will give ideas on how to develop more. On the basis of learning activities, he will assess the quality of my work using the star shown below.

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Table 1: My participation and the activities I took part in this book

Session no.		My spontaneous participation in sessions	My respectful attitude toward other students during participation	The quality of my work in this book
Session 1-2	Rating			
	Teacher's comment and advice			
Session 3-6	Rating			
	Teacher's comment and advice			
Session 7	Rating			
	Teacher's comment and advice			
	Rating			
Session 8-10	Teacher's comment and advice			

Table 2: Practice my quality or superpower

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Session	The quality of my plan	Writing about practice or activities as per plan in the journal	Reflection of appropriate concepts related to the topic in the practices or activities
Rating			
Descriptive feedback			

Chapter



05 Let's Speak about Feelings and Needs

We have many things in our minds. Sometimes we express them, and sometimes we don't. Sometimes we can't say what we feel, want to speak, or want to do. Again sometimes we can share something with someone but not with everyone quickly. Sometimes we like a person, make friends, and wish to praise and help them, but we feel a kind of inhibition. It appears that if we speak our hearts; others might suffer, they could consider me wrong, they won't pay attention to me, or they would scare or belittle me. Thus I cannot express myself. Sometimes it also happens - I don't want to do something but can't say 'no'. It seems very difficult to say 'no' then. In this situation, many want to know how to express our desires, feelings, and opinions confidently without hurting ourselves and others.

Hence we will go through a journey in this stage. From the starting to the end of this journey, we will find many cases and face difficulties when expressing our minds. Through this journey, we find ourselves in different situations. It is like a journey where we will discover the secrets to speaking our minds.



How I express myself

We will get into small groups according to the teacher's instructions. We will share how we express our desires, demands, feelings, and opinions to others in small groups. We will think about these two issues to share.

- an incident in my life where I couldn't express my desire or feelings, but I would like to.
- an incident in my life where someone's behaviour, activity, or speech hurt me.

We could present these two incidents in our groups by writing notes, drawing pictures, acting, or other means. I have to ensure that my notes, pictures, acting, or other means should express exactly how I feel in both cases. When everyone in groups finds out their experience, they will share what they can do or say in these two situations.

I see myself in different situations

We have known about ourselves and our friends. Now let's visualise us in some newer situations. Then we will answer the following questions.

Situation 01: I see my friends playing during a break. It appears that they didn't want to play with me, so they didn't call me.

How would I feel in this situation?

What would I do and say to my friends in this situation?

Let's discuss this with at least one of my friends. How did s/he feel, and what would s/he do in this situation?

Situation 02: I am so tired after day-long classes and attending to organise a programme in the school. Returning home, I see guests at home. I didn't know that they would come. At this moment, I have no way to take a rest. In this circumstance, two little children who are younger than me come to me and insist on making some paper toys

How would I feel in this situation?

What would I do and say to these children?

Let's discuss this with at least one of my friends. How did s/he feel, and what would s/he do in this situation?

Situation 03: After waiting a long time, my mother bought me a favourite colour pencil box. I bring the box with me to show my friends. When I took it out of my bag to show my close friends, one of my friends seized two coloured pencils from my hand

How would I feel in this situation?

What would I do and say to the friend?

Let's discuss this with at least one of my friends. How did s/he feel, and what would s/he do in this situation?

Situation 04: I am playing with my friends. There is a nail biting situation in the game. After a while, I will win. At this moment, my mother asks me to stop playing. She insists me on studying now. She is annoyed when I refuse to go.

How would I feel in this situation?

What would I do and say to mother?

Let's discuss this with at least one of my friends. How did s/he feel, and what would s/he do in this situation?

Situations 05: I am participating in a group drama with classmates as a class activity. I can't entirely agree with my teacher's comment about my acting in the drama. It seems the teacher has misunderstood me somewhere, or s/he is mistaking me for somebody else.

How would I feel in this situation?

What would I do and say to senior students?

Let's discuss this with at least one of my friends. How did s/he feel, and what would s/he do in this situation?

From the discussion above, we understand that our feelings and attitude could vary per context. While contracting others, we realise our relationship with them, mental condition, demands, surrounding environment, etc., matter. Sometimes our desire, feelings, and type of expression would match others; sometimes, they won't. However, in any situation, we have to be careful about our words so that they are suitable for me and don't damage others.

How do I express my feelings and needs?

Read the stories below. Let's answer the questions within the stories. Then discuss it with my friends.

Story 1: Personal boundaries

Did we ever blow up any bubble by ourselves?

Perhaps we noticed that bubbles are transparent, and we can't see them clearly; they are almost invisible from away.

Did we notice how easily a bubble can fracture?

If we have never bloated a bubble earlier, mix soap and water to produce foam. Then slightly open the palms of both hands and make bubbles by blowing air through them.



There is an invisible bubble surrounding every person. That is our personal space bubble.

Now, stand up, spread both hands, and turn around once. The place required for this is my personal space around me, surrounded by an invisible bubble. I will tell a classmate next to me to do the same. I'll notice how much space s/he takes.



We all have such an invisible bubble around us covering our personal space.

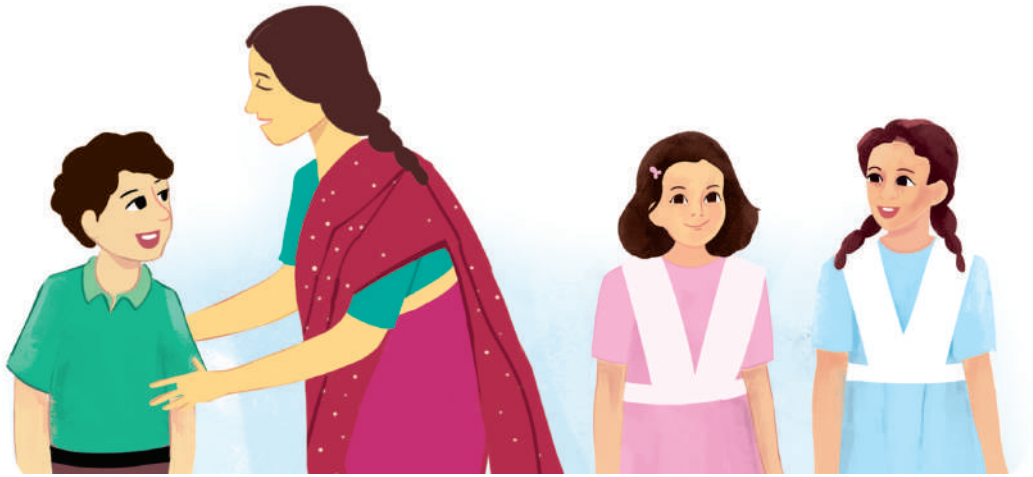


I have every right to decide who can enter the bubble surrounding my body and who can't. That invisible bubble fractures when someone enters another's personal area without permission.

No one has the right to enter my area without permission—no matter whether he is younger, equal, or elder.

So, I'll be careful so that no one can fracture your invisible bubble. Besides, I will keep alert not to do the same with others.

But there are some people we aren't afraid of or confused about their entrance into our area. We feel safe and comfortable with them; our bubbles don't fracture due to their entry into our spaces. They can be my family members, friends, relatives, teachers, or others.



Some people try to break my invisible bubble surrounding me with their touches, attitudes, and gestures and unexpectedly enter my area. I won't allow others to enter my space if I don't feel safe with them. I also won't allow someone with whom I feel uncomfortable or I am afraid of happening something wrong. These unsafe people might be someone in your family, a friend, a relative, or another person.





One of the best ways to understand whether I am feeling safe and comfortable or not is the way they are touching me. There are two types of touch: safe touch and unsafe touch

Unsafe touch is not at all acceptable. No one has any right to touch me unsafe. Unsafe touch gives me physical and mental pain, and my space bubble could fracture. When someone hits me or touches me, and I feel uncomfortable – they are unsafe touches. Anyone can do this, whether s/he is younger, contemporary, or elder. We will remember if anyone touches us unsafely, it's not our fault.

I'll write below what the safe touches are for me. I'll discuss the it with my friends. After discussion, if needed, I would change my ideas.

A large rectangular area with a light orange background and horizontal lines, intended for writing. It consists of 15 horizontal lines spaced evenly down the page, providing a template for a list or paragraph of text.



Some people wouldn't care about our area bubble. If someone (they might be my close and loving person) hits or touches us uncomfortably, I firmly have the right to say no.

Someone could try to blast the bubble of my area. In this case, I will inform someone I feel safe and trust. If that person doesn't trust me, I will find another reliable person to help me.



If I feel insecure or in an emergency, I will take help from law enforcement agencies. I will get help by calling the below numbers:

1. Child protection matters numbers: 1098
2. Emergency service number: 999

Story 2: Empathy

Place: Bank of a river

Character: Kingshuk Chakma, Razin Rahman, and Simanto Paul

Kingshuk Chakma, Razin Rahman, and Simanto Paul are three friends. They are having a discussion regarding bathing in the river.

Kingshuk: Simanto, we must go down to the river today. We talked about it earlier.

Simanto: I won't be a part of this. I can't swim.

Kingshuk: You are at the bank of the river, but you won't go down!! You make me laugh! You're worthless indeed!



Simanto: No matter what you say but I won't go down.

Razin: Nothing will happen, Simanto. You don't have to swim; just come down your waist-deep.

Kingshuk: The main thing is he is out and out scared. His heart is like that of a chicken.



Kingshuk: It's okay if you don't come down, but Razin and I are going down.

Simanto: Okay, you go down. I am going home. (looks upset)

Razin: If you are not coming down today, I will call you a coward, Simanto. (Razin was about to utter this but halts.)

Razin remembers once he was stung by the bees when he went to his grandfather's place as a child. Since then, he has been scared of seeing the garden, and his cousin calls him a coward.



Razin: Water is scary if we don't know swim. When I couldn't swim, I was also scared of water.

Kingshuk: Razin, you are right. Okay, Simanto, you don't need to go down in the water.



Razin: I thought after taking a bath we would go home together. Will you wait until we have completed our bath, Simanto?

Simanto: It's okay. I will wait. I will be happy to go home with you.

Think which character matches the following words below as per the story and write yes/ no / not applicable. I'll discuss it with my friend about the table, and after discussion, if needed, I'll make some changes.

character	could identify own needs and feelings	respect for other's needs and feelings	could say 'no, strongly when needed	could strongly express own needs, feelings and opinions
Kingshuk				
Simanto				
Razin				

I'll read the questions below and prepare answers. I'll discuss the questions with my friend, and if needed, I'll make changes after the discussion.

Questions	Answers
How could Simanto speak to Kingshuk and Razin to express his needs and feelings?	
How could Kingshuk speak to Razin?	
If I were Razin, what more could I do?	

Story 3: Express own likes and dislikes

Place: Market

Character: Zinnia, Rehana Khatun (Zinnia's mother), Khairul Hassan (Zinnia's father)

Zinnia goes Eid shopping with her parents

Mom: Today, we have many things to do, Zinnia. So we have to finish shopping quickly.

Zinnia: Okay, mom.

Dad: Look, what types of dresses do you like. This outlet has beautiful dresses, and the price is reasonable



Mom: She cannot choose so quickly. She will waste time. I am selecting for her.

(Zinnia's face turns pale to hear her mother.)

Mom: This blue dress is lovely. Try this, Zinnia.



Zinnia: My friend Shuili told me I look pretty in black.

Zinnia: But mom says black is not a good colour. I am afraid that my mom to say anything.


Zinnia: Leave it. I don't want to make my mom angry. I will go with her choice.



Dad: Is this dress okay, Zinnia? Decide quickly. We have other shopping.

Zinnia: What! (getting back from her thoughts) No problem, it's okay.

Mom: Don't you like it? I know how beautiful you look on it.




Zinnia: Mom, I want to take that black dress.

Mom: I told you many times black is not a good colour. It doesn't fit you

Zinnia: No, I will tell you today that I like that black dress.

Zinnia: (Zinnia takes a deep breath)
Mom, you want me to wear something that I look beautiful. I prefer the black dress more. And I think the black dress would fit me better. I will be dissatisfied if I buy the blue dress rather than the black one. So if you buy me the black dress, I will be happy.



Think which character matches the following words below as per the story and write yes/ no / not applicable. I'll discuss it with my friend about the table, and after discussion, if needed, I'll make some changes.

Character	could identify own needs and feelings	respect for other's needs and feelings	could say 'no, strongly when needed	could strongly express own needs, feelings and opinions
Zinnia				
Rehana				

I'll read the questions below and prepare answers. I'll discuss the questions with my friend, and if needed, I'll make changes after the discussion.

Questions	Answers
If I were in Zinnia, how could I express my decision?	
How can I make my family understand my likes and dislikes	

Story 4: Steps to protect self-esteem

Place: School yard

Character: Samairah, Mahin, Somistha, Sujon

Four classmates are chatting at a corner of the schoolyard. (everyone wears school dress)



Sormistha: Hi Sujon! Many of us in our school have a bicycle, why don't you have one?

Sujon: I asked my father to buy me a bicycle, and he would do it later.

Sormistha: By the time you have a bicycle, we will move into a college. (Manha laughs to hear Sormistha's word)

Mahin: Tell your father again. He may buy if you ask repeatedly.

Sormistha: Do you think he will repeat it! He doesn't dare to say it. Had he, he would have two bicycles in the meantime.

Mahin: he he he! Poor guy.

Sujon: I told, but my father explained why he couldn't buy it now. I believe his words. So I don't want to press him for this.



(Then Sujon and Sormistha went to their class. Samairah and Mahin are still in the yard.)

Samarah: Mahin, do you know how Sujon felt when Sormistha was pinching him about the cycle.

Mahin: What do you think?

Samarah: He was hurt. Didn't you see how silently he had left?

Mahin: I didn't say anything wrong. It was Sormistha who pinched. I just advised how he could get a cycle.

Samarah: When Sormistha was pinching Sujon, I should have stopped then. I shouldn't have been silent. So I felt bad and disappointed that I couldn't say anything.

Mahin: Why? Why should have you stopped?

Samarah: When someone pinches others, if people around laugh or remain silent, that person is encouraged to do it again. And the victim suffers and feels helpless.

Mahin: Okay, from now on, I won't laugh again. What else could we do!

Samarah: We could say, Sormistha that buying a bicycle is a personal issue. We shouldn't press him to buy. Sujon would feel uneasy.



Think which character matches the following words below as per the story and write yes/ no / not applicable. I'll discuss it with my friend about the table, and after discussion, if needed, I'll make some changes.

Character	could identify own needs and feelings	respect for other's needs and feelings	could say 'no, strongly when needed	could strongly express own needs, feelings and opinions
Sormistha				
Sujon				
Mahin				
Samarah				

I'll read the questions below and prepare answers. I'll discuss this with my friend about the questions, and after discussion, if needed, I'll make some changes.

Questions	Answers
What could Samarah say to Sormistha?	
If someone presses me for something, what should I do?	
What will I do if I see someone bullying others?	
What will I do when someone bullies me?	

Story 5: Care in relationship

Place: Home

Character: Amin, Rabeya (Amin's mother), Rahman (Amin's father)

Amin is reading a book of stories. Suddenly his mom comes and asks him to buy onion from a shop.

Amin: Is it possible not to go right now? I am reading a book.

Amin: I bought eggs this morning. You could tell it then.



Rabeya: Amin gets up quickly. Bring one kg of onion from the shop.

Rabeya: Bring it right now; otherwise, how will I cook.

Rabeya: I forgot.

After bringing the onion, Amin again starts reading the book closing the door.

Rahman: (suddenly and stealthily approaching near Amin's shoulders from the back) Hi, Amin! What are you reading?



Amin: I was trying to read a book of stories in my way, dad.

Amin: Although I am a minor, I would like some personal time. If you suddenly get enter my room, I feel uneasy

Amin: I know, dad, you're my well-wisher. But if you do it, I feel uneasy. I also think you don't like my personal time. So when I am alone, I prefer you call me first or tell me you want to come.

Rahman: You are still minor; what is the need to close the door and read?

Rahman: I am saying for your good

Rahman: Okay, I will try from now.



(after some time.....)

Setting: (Rahman is stirring the curry, and Rabeya is cutting onions)

Rahman: You are right.
But when he is alone, I am
anxious to think whether he
is sick, upset, or anything
has happened to his friends.
We have to make him
understand that we care
about him.

Rahman: You are right. If we
do that, Amin would speak
with us freely. Then he won't
hesitate to share his problem
with us.

Rahman: All right.
We will do this
from now on.

Rabeya: I think we have to
think about Amin's personal
space. He is growing now.
Let him spend time as he
likes.

Rabeya: That's true,
and we have to keep
patient and quiet
when talking to him.
So we, too, should
not enter his personal
space unexpectedly.

Think which character matches the following words below as per the story and write yes/ no / not applicable. I'll discuss with my friend about the table, and after discussion, if needed, I'll make some changes.

Character	could identify own needs and feelings	respect for other's needs and feelings	could strongly express own needs, feelings and opinions
Amin			
Rabeye			
Rahman			

I'll read the questions below and prepare answers. I'll discuss this with my friend about the questions, and after discussion, if needed, I'll make some changes.

Questions	Answers
Should Amin have the opportunity to spend time as he likes? Why? Why not?	
What steps of Amin help him to hold his personal space?	
What would I say to my family if I faced a similar situation to Amin?	

Ways to express feelings and needs from the above stories

Teacher divided us into groups in the class to discuss how to speak the heart as per the stories above. Let's take part in the activity using the table below. We will mention which techniques are practical and which are not.

Story	ways to express feelings and needs	effective / non-effective
Story 2: Empathy	1. 2. 3.	
Story 3: Personal likes- dislikes	1. 2. 3.	
Story 4: Steps towards self-respect	1. 2. 3.	
Story 5: Talk about relationship care	1. 2. 3.	

Things to remember in expressing feelings and needs

1. Making eye contact while speaking

I will look confident if I make eye contact while speaking to others. I'll be free from fear, and I won't belittle myself

2. Keeping myself cool

Let's take long breaths to keep me calm. I'll breathe in what we do while taking a smell of a flower and release it like blowing a candle. Initially, I may feel uneasy, but regular practice will help me to keep cool.

3. Speaking confidently

I will say what I want to say clearly and confidently, without being too loud or soft. If I speak in a low voice, no one will hear me. They will think I'm not confident. Again if I say it loudly, people might think I am shouting or talking with anger.

4. Matching body language and feelings

If anyone says s/he is upset with a smiling face, won't that confuse us? So I have to ensure my tone and body language match each other to convey what I want to share.



When you shout on me I feel sad.



When you shout on me I feel sad.



5. Holding a gesture that shows confidence.

If I stand like I am getting afraid, then no one will give me any priority. While speaking, we:

- would stand or sit straight;
- would make eye contact while speaking;
- would keep the gesture calm;
- won't keep our body tight or frightened;
- shouldn't keep our hands feasted or folded on the chest
- shouldn't keep our heads bended

6. Listen to others carefully and respectfully of others' feelings and opinions.

While talking to another person, we will let them finish. We won't interrupt while they are speaking. We will try to understand what the other person needs or how s/he feels. We will respectfully place our opinions. We won't blame or laugh at them

7. Using words like 'I/my'

While speaking to someone, we would use words like 'I/my' to express my desires, feelings, and opinions. A misunderstanding may take place if we can't clearly express our views. My speech becomes important when I use 'I or my' while speaking my feelings.

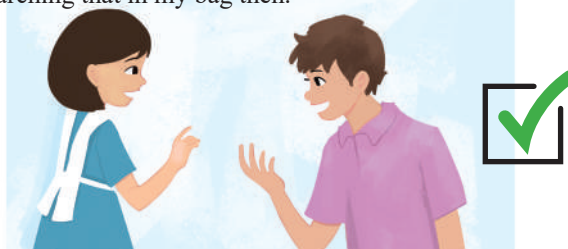
You always take my favourite colour pencil.

I am your friend, you have done bad behaviour to your friend.



I am irritated when anyone takes my colour pencil without knowing me. I use to keep searching that in my bag then.

Okay! I will let you know before taking next.



8 Say "No" if needed.

I will say 'no' if I feel uneasy or if a situation is created where my personal space should be protected. We have to remember, as I can say no to others, I have to accept it from others.

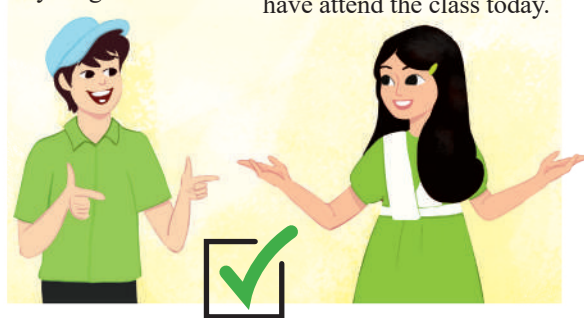
Let's drop the class today and go cycling.

No, you see...I need to attend this class. Last class, I was sick. I'm afraid that teacher might rebuke me if I drop the class. Besides at home ...



Let's drop the class today and go cycling.

I won't miss the class today. I don't want teacher think me as stupid. Though I was sick, I couldn't attend last class. I have attend the class today.



Remember, I will strongly express my desires, feelings, and opinions and respect others' feelings and views without disturbing others' rights. Some people may be sad or angry with me for expressing myself strongly. I am not responsible for others' anger and sufferings, provided I am not violating their rights and stay respectful of their desires, feelings and opinions. I might feel bad for this, but the person should be responsible for their feelings.

Practice of expressing feelings and needs: My plan

In what situations do I have the right to expressing feelings and needs strongly in daily life? Let's make a list of three cases like this. We will identify the persons with whom we could talk our hearts firmly. They may be my parents, siblings, relatives, friends, teachers, a student of any other classes, any known person from my area or anyone.

List: The practice of expressing feelings and needs in daily life	
who with	in what situation

Now let's choose three situations from the list below and plan how to talk to them. For the convenience of planning, the first table has been prepared according to story no. 5.

Sample planning table: Practice of expressing feelings and needs (Sample answers according to story no. 5)	
Contact person: father, mother	
Events: (what has happened)	when my dad entered my room suddenly
Feelings: (speak with using I/My)	I feel very uncomfortable.
Reasons: (speak with using I/My)	because I think I need to be alone sometimes that my dad doesn't like or understand
Desire: (speak with using I/My)	It's better for me if my father knocks on the door first and then enters.

Planning table 01: Practice of expressing feelings and needs	
Contact person:	
Events: (what has happened)	
Feelings: (speak with using I/My)	
Reasons: (speak with using I/My)	
Desire: (speak with using I/My)	

Planning table 02: Practice of expressing feelings and needs	
Contact person:	
Events: (what has happened)	
Feelings: (speak with using I/My)	
Reasons: (speak with using I/My)	
Desire: (speak with using I/My)	

Planning table 03: Practice of expressing feelings and needs

Contact person:	
Events: (what has happened)	
Feelings: (speak with using I/My)	
Reasons: (speak with using I/My)	
Desire: (speak with using I/My)	

Let's express feelings and need by role play.

We will participate in a role-play in the class on how to speak the heart. We will discuss with some of our friends about a situation. We will plan on how to express our minds strongly in that situation. We will act out in the role play as intended. We will remember what we should keep in mind while participating in the role play to speak the heart. Teacher will give us further instructions.

Practising express feelings and need in my life as planned

We have planned when and how to practice speaking our hearts. We will keep a record of speaking the heart in my life as planned. We will keep a record of the events to develop trustworthy relationships next month. The teacher will give us further instructions if needed. We will maintain a diary or journal regarding these issues to be submitted to the teacher after a month. Alternatively, I can choose a different way to do this

The record of practice speaking the heart in daily life				
date	who with	what situation	Could I practice? (yes/no)	How do I feel about the practice?

Congratulations on participating in sessions and successfully bringing out the ways of speaking the heart

My Development, My Achievement

Teacher will complete the table on next page. It will help the teacher to tell us about our development and encourage us. The teacher will give ideas on how to develop more. On the basis of learning activities, he will assess the quality of my work using the star shown below.

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Table 1: My participation and the activities I took part in this book

Session no.		My spontaneous participation in sessions	My respectful attitude toward other students during participation	The quality of my work in this book
Session 1-2	Rating			
	Teacher's comment and advice			
Session 3-6	Rating			
	Teacher's comment and advice			
Session 7-9	Rating			
	Teacher's comment and advice			
Session 10-17	Rating			
	Teacher's comment and advice			

Table 2: Role-play of my group

Very well = ★★★, Well = ★★ and Need more improvement = ★

Role-playing groups	Sincerity and respect for each other in the role play	Relevance between the student's planning and that of the role in the abstract conceptualisation stage	The technique of speaking the heart, perfect reflection of 4 steps and eight ideas of remembering things
Rating			
Teacher's comment			

Table 3: Practising speaking my heart

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

	The quality of my planning	Writing journal about the work or practices as per the plan	Reflection on appropriate ideas in speaking the heart
Rating			
Descriptive feedback			

Chapter



Treasure Hunting in the Care of a Relationship



In this chapter, we will work on treasure hunting. We all know about treasure hunting, don't we? Treasures like diamonds, different types of gems, gold, and silver are kept hidden somewhere. We find them out using some clues. We have read so many treasure hunting stories, adventures, and pirates for children! We will find some gems in this chapter, but they are not diamonds, gemstones, gold, and silver; these are something else – these are something more significant. Those gemstones keep us alive. They become our friends, our companions in joys and sorrow. These gems are our relationship with each other.

Humans are social beings. We get along with other people. Our social life is built by relationships with other people. Academically we call it interrelationship. In this chapter, we will identify our relationships. We will think about and recognise the advantages and importance of such interrelationships. Sometimes, we sense challenges or risks in the interrelationship. We will identify them. We will find features of reliable relations and ways to build them up and nurture them. We will also find out what service systems are there in our community. Then we will plan how a reliable relationship works to deal with risk factors; how to take help from the service system. We will plan to act out in the class. Besides, we will practice developing loyal relationships in our life. And we will do all these using our experiences. Thus, we will find our interrelationships or gems and move forward to make them more beautiful.

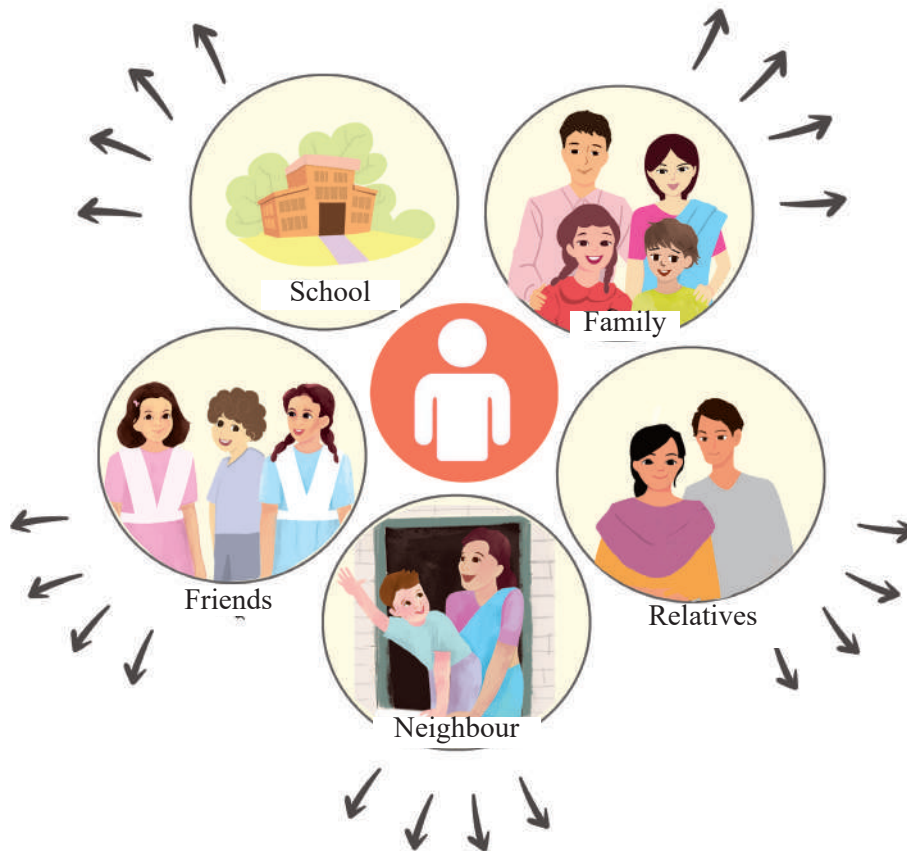
Don't be late. Let's start.

My interrelationships

Teacher will tell us to show our interrelationships by drawing pictures or using a table in the classroom. Our family, relatives, neighbour, friends, teachers, or any school-based person can be a part of this relationship.

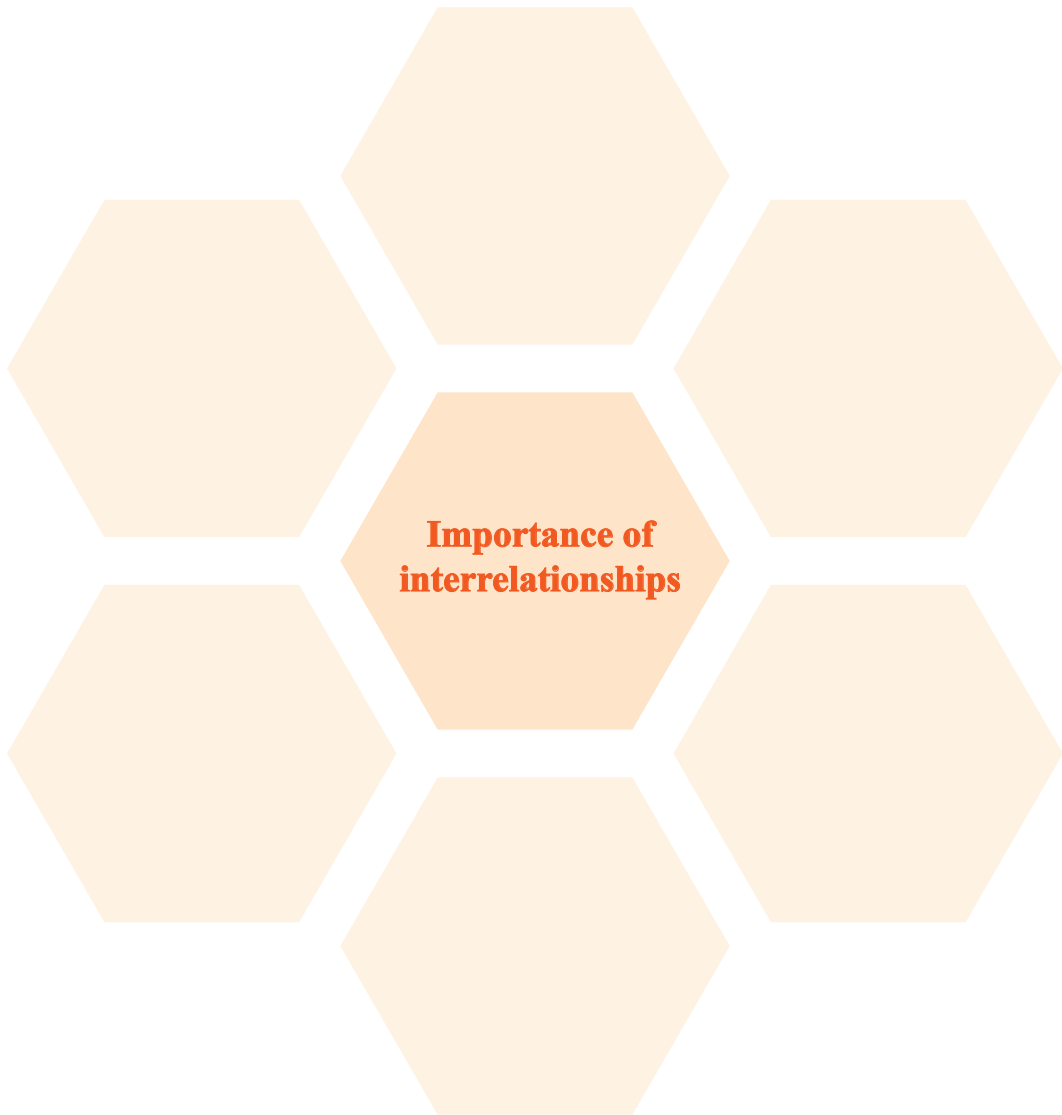
- We will draw a picture of interrelationships following teacher's instructions. We will discuss this with our parents or guardian if needed. The teacher will provide us with drawing paper, or we will use a white piece of paper or the blank side of an old calendar at home.

- We will speak to our teacher if we need to understand anything. We might have good terms with many people, but we can only draw which relations are closer. We can choose a different way except drawing pictures or using a table if we like, such as writing rhymes, poems, or songs.
- We have finished drawing on interrelationships as per the teacher's instruction. We will complete the table using those drawings. We will remember that some of these relationships are gems for us. If taken proper care of, these relations can be our gems or hidden treasures.



Advantages and importance of interrelationships (why these are like our gems)

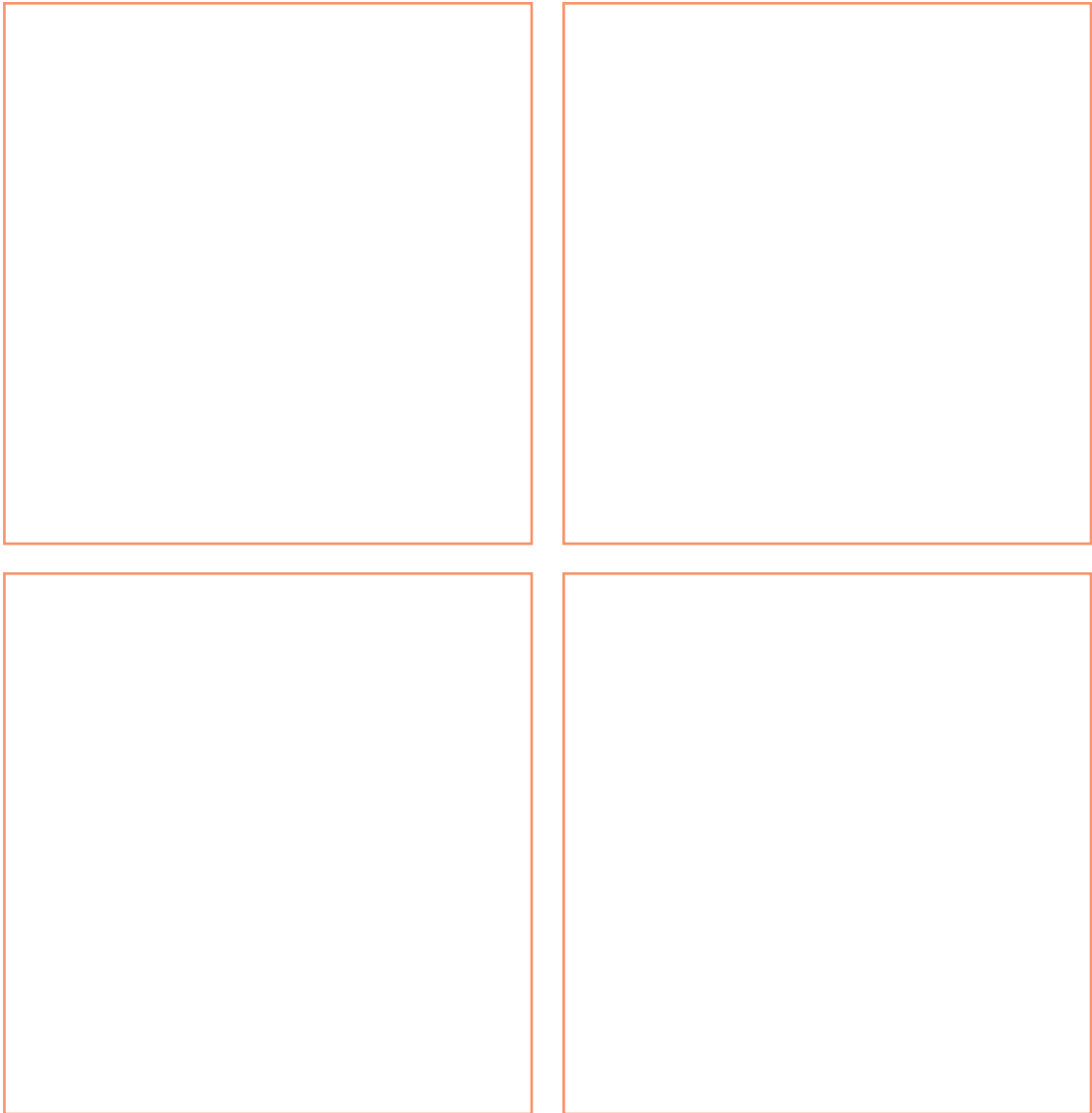
- We have known about our interrelationships. Teacher discussed the advantages and importance of these relations in our life. I will write in the circle below how many of them seem most important to me. After writing over all the circles, we can use the blank space of the diagram if we want to write more.
- Look at the completed diagram. How important relationships are in our life! They keep us alive and well in every moment. So these relations are the main gems or treasures in our life.



The safest and most reliable relationship in my life

- We have found out the importance of interrelationships. Now we will know about our most safe and most reliable relationships. In the beginning, let's draw some pictures of our trustworthy relationships.
- Let's draw some pictures of reliable people who stand in our will and woe, who we can trust in danger or to whom we can share everything. They can be my parents, grandparents, siblings, friends, teachers or anyone. We can draw four pictures like this; it will work even if it is fewer. We can use their photos if we have to glue them to the box below. However, we have to get permission from them before doing that.

Pictures: Some of my reliable persons



- The drawing is done. Let's think now about what qualities of them make the relationships reliable. We will consider what features of their behaviours make them reliable. We will also consider how we can improve these relationships and make them more reliable and beautiful. Teacher discussed with us about this in class. Now we will complete the table below by thinking in the line of the discussion.

- These reliable relations are the best gems, the best treasures. So we should take care of them. We should try to improve these relationships.

Risks or challenges in interrelationship

- So far, we have known the advantages and importance of relationships. However, sometimes they might face different types of risks or challenges. Both known and unknown persons can create risks. Family, relatives, or neighbours can make even it. In the class, teacher put us into groups and asked told us to read some stories based on similar types of risks/events. We had presentations in class. The cases are given below. I'll read the cases and answer in my way.

Case 1:

Ananya is in class six. Every day a boy from her area irritates her and makes inappropriate comments when she returns from school. She feels afraid, her arms and legs shiver, and she can't move alone. She feels like someone is following her. She also feels very unsafe and panicked if the boy does any damage to her. She doesn't understand what to do in this situation or how to tell her parents about this. Her mental stress is so high that she can't concentrate on study.

What is the problem or risk here?

Why is this problem or risk-taking place?

What are the physical and mental effects of the problem or the risk?

Case 2:

Sovon is in class seven. He looks fatter and taller than his classmates. His classmates always laugh at him and tease him. They compare him with many animals and ridicule him. They neither invite him to games nor care if he comes to mix with them. They ignore him. Sovon is upset regarding these issues. He feels too insignificant, too lonely, and helpless. His confidence decreases day by day. Thus he has lost interest in everything and become frustrated. He can't concentrate on study. He is afraid to mix with anyone these days.

What is the problem or risk here?

Why is this problem or risk-taking place?

What are the physical and mental effects of the problem or the risk?

Case 3:

Rafi is 12 years old. They are two siblings- Rafi and Monika. Monika is elder. Monika went abroad a few days ago. She is studying there. Rafi is in class seven. He has age gaps with his sister. Rafi is silent after his sister's departure. His sister has sent him a mobile phone from abroad. During the lockdown, the school was closed, and Rafi became lonelier. His mom is busy with housework. Father is busy with his business. Rafi doesn't like these. Recently he learned some online games from his friends. Every time he is playing games. He is irregular at eating, sleeping, and social activities. He is anxious if his mobile charge runs out. He doesn't come out of the room. He has imprisoned himself in a room. He has become furious about everything. This mobile phone has taken away everything from him. Rafi's parents think the mobile phone affinity is responsible for everything.

What is the problem or risk here?

Why is this problem or risk-taking place?

What are the physical and mental effects of the problem or the risk?

Case 4:

Selina is 11 years old. Soon she will have a primary school certificate exam. Her parents dream that one day their daughter will be established. So they keep her tight rules. They create pressure on studies. She has to do better than everyone. Selina has no life than her school and coaching. She has no scope for playing games. Her parents scold her if her performance isn't better than others in school exams. But she doesn't like to compete with her friends. Any exam-related thoughts disgust Selina. She is tensed to think about the exams. She sweats. She feels frustrated and can't sleep. She feels like leaving everything and going far away.

What is the problem or risk here?

Why is this problem or risk-taking place?

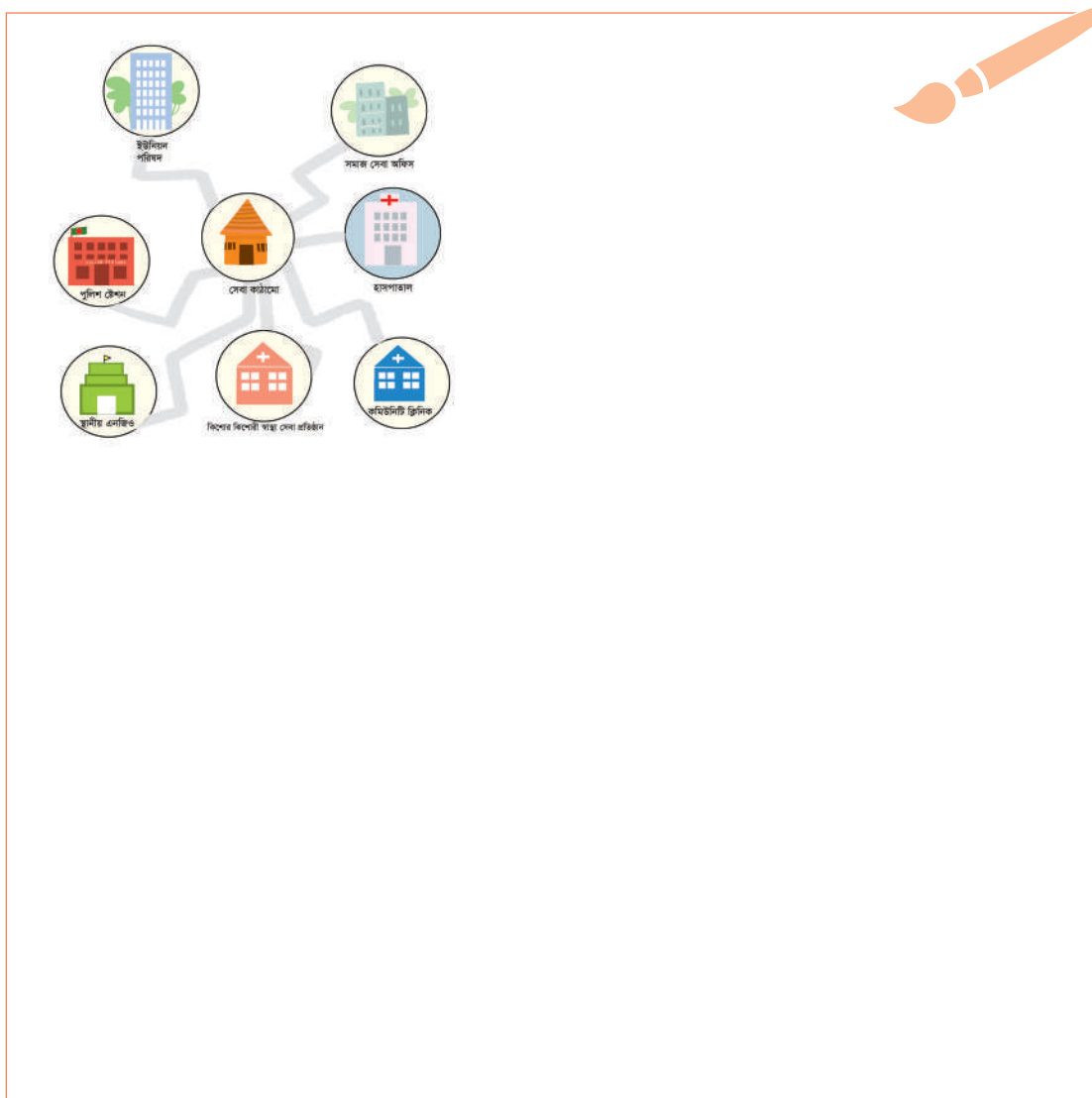
What are the physical and mental effects of the problem or the risk?

- Now I'll think in light of the risks above. Have I ever faced any of them in my life? Besides, what are the additional risks for my community or me? How do I understand those risks? What are the impacts of those risks on my community or me? Teacher has discussed these issues with you in the class. Now, I'll think about three risks using my experience. I'll discuss it with parents or someone reliable in the community. Then I'll complete the table below.

What are the risks that I might face?	How will I understand those risks?	Why is it important to be careful before the risks come or how to face them if I experience them?
1.		
2.		
3.		

Service centres in risk management

- Reliable interrelationships can play a role in risk management. Besides, many risk management service centres are available to meet our needs. Those can be government, non-government, or NGOs such as thana, social service offices, hospitals, information service organisations, adolescent health care, different types of service clubs, etc. Even we have a 999 emergency service number and a child protection number:1098We get immediate help by calling these numbers. These are our service systems. The teacher provided ideas about these service centres in class. As well as, we can get help from the internet or talk to some service people in our community. In the light of that discussion, we will draw a map of service centres in our community. Teacher shows us a sample map, as shown below. I'll draw a map following that one.



- We have identified a map of service centres in our community by drawing it beautifully. We can take direct service from there. I'll complete the table below with five kinds of similar service centres, addresses, phone numbers, and e-mail addresses. We would take help from teachers, search the internet, or talk to some service people in our community if needed.

Name of service centres in my community	Address	Phone number	e-mail addresses (if you have)

- Again, some of the service centres are far away, maybe in District Sadar, another district, or the capital city. So, it is difficult to go there directly. But, the services may be getting through phone or e-mail.

My plan for risk management or to deal with a challenge using reliable relationships and a service centre

- We have already identified our possible risks in relationships. We have written symptoms and effects of those risks. We have also known about reliable relationships and risk management service centres. Now we will find out ways to risk reduction. We will think about how to use reliable relationships in the process and how to take help from service centres. Not that, every time we would take help from service centres. Many risks can be removed by taking help from a reliable relationship. We have some real gems. We will know how to keep away from unreal gemstones by using genuine gemstones. Teacher has already discussed how to do that. In light of that discussion, we will complete the table of planning below.



Risks

What reliable relationship is sought for help

What reliable relationship is sought for help

Finding solutions from role-playing

- In the last two sessions, we have made personal plans for risk mitigation. We took part in role plays in groups as per our plans. We have participated in the role-play activities on the four cases we have analysed. We have acted out how to use reliable relationships and service centres (if needed). Now in the light of the four role-play activities, we will complete the texts below.

Reflection on role play based on Case 1

- How did I/my classmates take the help of reliable relationships in the short play/role play in the risk reduction

- How did I/my classmates take the help of service centre/s in the short play/role play in the risk reduction (when needed)

Reflection on role play based on Case 2

- How did I/my classmates take help of reliable relationships in the short play/role play in the risk reduction

- How did I/my classmates take the help of service centre/s in the short play/role play in the risk reduction (when needed)

Reflection on role play based on Case 3

- How did I/my classmates take the help of reliable relationships in the short play/role play in the risk reduction

- How did I/my classmates take the help of service centre/s in the short play/role play in the risk reduction (when needed)

Reflection on role play based on Case 4

- How did I/my classmates take the help of reliable relationships in the short play/role play in the risk reduction

- How did I/my classmates take the help of service centre/s in the short play/role play in the risk reduction (when needed)

- This experience of taking part in this role-play has strengthened our learning for planning. We certainly understand now reliable relationships are our real gems. We would stay good and mitigate or reduce risk if we took help from them.

My practice of developing reliable relationships

In the last 12 sessions, we have worked out how to find treasure, know the real gems, and use them. Safe and reliable relationships are my real gems. In the future, I will practice improving these reliable relationships. We have already drawn a picture of our reliable relationships. We will select a reliable one-two relationship from there. We have identified how we can improve these relationships. If needed, teacher will give feedback to improve the plan. Next month, we will maintain a diary or journal describing our practices to develop reliable relationships. During this time, we will also write in the diary or journal how we shared our risks with our reliable relationships when faced with any risks if I face any risk in the diary or journal. Teacher would give us more instruction, if needed. We will maintain a diary or journal in the following way or the way I prefer and then submit it to teacher after a month.

Date	Description of the cases related to the practice of developing reliable relationships (Description of taking help from reliable relations when facing any risk)	How does it contribute to achieving the success of my plan?

Congratulations on participating in the sessions and successfully hunting treasures or finding gems.

My Development, My Achievement

Teacher will complete the table below. It will help the teacher to tell us about our development and encourage us. The teacher will give ideas on how to develop more. On the basis of learning activities, he will assess the quality of my work using the star shown below.

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Table 1: My participation and the activities I took part in this book

Session no.	Name of the student		
	My spontaneous participation in sessions	My respectful attitude toward other students during participation	The quality of my work in this book
01-02			
Teacher's comment			
03-07			
Teacher's comment			
08-09			
Teacher's comment			
010-012			
Teacher's comment			

Table 2: Role-play of my group

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Role-playing groups	Sincerity and respect for each other in the role play	Relevance between the student's planning and that of the role in the abstract conceptualisation stage	Reflection of ideas related to risks, reliable relationships and service systems in the play/role play
Rating			
Teacher's comment			

Table 3: My practice of developing a reliable relationship

Very well = ★★ ★, Well = ★ ★ and Need more improvement = ★

Student's name: -----	Appropriateness of developing a reliable relationship plan	Maintaining a diary or journal on practices to develop reliable relationships (along with the descriptions of taking help from the reliable relationships while facing any risks)	Reflection of the ideas of developing a reliable relationship
Rating			
Descriptive Feedback			





মানসিক স্বাস্থ্য সুরক্ষা কার্যক্রম

মানুষের চিন্তা, আবেগ ও আচরণ এই তিন মিলেই হলো মানসিক স্বাস্থ্য। মানসিক স্বাস্থ্য সুরক্ষার জন্য সহপাঠক্রমিক শিক্ষার গুরুত্ব অপরিসীম। সংগীত, চিত্রকলা, খেলাধুলা, বিজ্ঞান মেলা ইত্যাদি সহপাঠক্রমিক শিক্ষা শিক্ষার্থীর ইতিবাচক মনোবৃত্তি তৈরি করে সুস্থ রাখে; যেকোনো পরিস্থিতিতে খাপ খাওয়াতে সাহায্য করে এবং সমাজে নিজেকে উৎপাদনশীল রাখে।

Academic Year 2023
Class VI
Wellbeing

বঙ্গবন্ধুর স্বপ্ন— দারিদ্র্য ও নিরক্ষরতামুক্ত সোনার বাংলাদেশ গড়তে
নিজেদের যোগ্য নাগরিক হিসেবে গড়ে তোল

— মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

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

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



Ministry of Education