

Life and Livelihood

Class Six



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



বিজয় উল্লাস : ১৯৭১

১৯৪৭ সাল থেকেই পাকিস্তানি শাসকগোষ্ঠী দ্বারা পূর্ব পাকিস্তানের (বর্তমান বাংলাদেশ) জনগণ সর্বপ্রকার অত্যাচার, শোষণ, বৈষম্য ও নিপীড়নের শিকার হয়েছে। ১৯৭১ সালের ৭ই মার্চ বাংলাদেশের স্বাধীনতা সংগ্রামের অবিসংবাদিত নেতা বঙ্গবন্ধু শেখ মুজিবুর রহমান স্বাধীনতার ডাক দেন এবং ২৬শে মার্চ আনুষ্ঠানিকভাবে স্বাধীনতার ঘোষণা প্রদান করেন। ৯ মাসের মুক্তিযুদ্ধে অংশ নেয় নারী-পুরুষ, হিন্দু-মুসলিম, বৌদ্ধ-খ্রিষ্টান, শিশু-কিশোরসহ সর্বস্তরের জনগণ। পাকিস্তানি সেনাদের পাশবিক নির্যাতনের শিকার ২ লাখের অধিক মা-বোনের ত্যাগ এবং ৩০ লক্ষ বাঙালির প্রাণের বিনিময়ে সশস্ত্র সংগ্রামের মাধ্যমে ১৯৭১ সালে ১৬ই ডিসেম্বর মুক্তিবাহিনী ও ভারতীয় বাহিনীর যৌথ কমান্ডের কাছে পাকিস্তানি হানাদার বাহিনীর আত্মসমর্পণের মধ্য দিয়ে মুক্তিযুদ্ধে বিজয় অর্জন করে বাংলাদেশ। বিশ্ব ইতিহাসে বাংলাদেশের মুক্তিযুদ্ধ খুবই তাৎপর্যপূর্ণ ঘটনা। বাংলাদেশ তৃতীয় বিশ্বের প্রথম দেশ, যে দেশ সশস্ত্র মুক্তিযুদ্ধের মাধ্যমে স্বাধীনতা অর্জন করেছে।

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Life and Livelihood

Class Six

(Experimental Version)

Writers & Editors

Md. Murshid Aktar
Mosammat Khadiza Yeasmin
Syed Mahfooz Ali
Dr. Probir Chandra Roy
Muhammad Monirul Islam
Shakil Ahmed
Md. Shefatul Islam
Mohammed Abul Khair Bhuiya

Translated by

Nira Rahman
Akhter Jahan
Shusmita Shyama



National Curriculum and Textbook Board, Bangladesh

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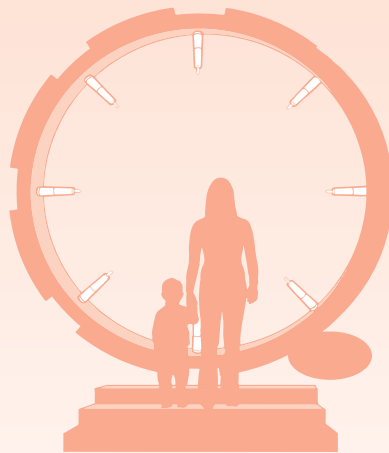
Monjur Ahmed

Illustration & Cover

Promothesh Das Pulak

Graphics

Noor-E-Elahi



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PREFACE

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

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

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

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

In the light of the competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for grade 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. This is to be mentioned here that this textbook has already been refined through a logical evaluation by the writers and the subject specialists after collecting opinion from the teachers and students via an interim tryout. 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



Introduction to the Content

Sometimes viewing beautiful scenes lifts our mood. For instance, birds seem delighted and carefree when they fly on their wings. Then we, too, wish to fly on wings like them! From an early age, many strange and funny dreams like this peep through our mind's sky. We, too, want to make our life full of variety and joy. We would like to involve ourselves in the work that pleases us. We wish to live happily and safely in the days to come.

Keeping all these expectations before us, the subject “Life and Livelihood” has been included in this Curriculum. An effort has been made to exercise how learners can work with joyful hearts. A path will be opened by the combined efforts of the learners, the guardians, and the teachers. With the flow of time, many changes have come in our social and family lives.

The busyness in the lives of the parents of the families has increased for which we need to be self-dependent from the time of our boyhood. Therefore, we need to be self-dependent from childhood. As a result, we hope that through this subject, “Life and Livelihood”, the learners will be gradually introduced to the positive aspects of their own life. Besides, they will be able to manage the techniques for their survival in the future correctly. Also, they will be able to nurture and practise the skills needed for their livelihood in the coming days. This subject has been so designed that the skills can be acquired through joyful participation in any work, and the learners may be used to behave accountably to their country and nation.

Learner friends, please try to complete the assignments your teachers assign you, applying your creativity within the given time. If the need arises, take help from your guardians and neighbours. We request the guardians to help the learners in their work by creating a favourable and cordial atmosphere and providing necessary encouragement. Building an enriched Bangladesh is possible only by a participation of all.



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Pleasure in Work



**There is no shame and indignity
In doing own chore and personal duty**

Sumi and Roni are siblings. They get up and make their bed every morning. Then they brush their teeth. They pack their books, notebooks, pens, and pencils in their bag. Once they finish these tasks, they go to the kitchen and help their parents with the household chores. Sometimes they fetch water for them when needed. Sometimes, they also take the garbage out to the rubbish bin. Sometimes they set the table as well. That is why their parents are very pleased with them and appreciate them a lot. Once they finish having breakfast, they wash the dishes and put away all the utensils in the right place. After that, they go to school wearing the clothes which they cleaned and organised earlier. They have so much fun with friends once they reach school.

Pleasure in Work

Let us complete the chart with the list of chores we do at home like Sumi and Rony:

Chart 1.1: List of Everyday Chores

Everyday chores	Personal chores	Household chores
Morning Chores		
Afternoon Chores		
Night Chores		
Weekend Chores		

Personal Chores and Responsibilities

Every day, we do lots of things for ourselves and others. There is great pleasure in doing our own chores. It reduces our dependency on others. It is also good for our physical and mental health. Besides, our parents, siblings, and guardians always remain busy earning for us and looking after us. If we take care of our own duties and responsibilities, it takes away the pressure from them. As a result, they appreciate us more. There are specific chores which are quite personal, such as, brushing our teeth, maintaining hygiene, putting on clothes, taking shower, having meals, playing sports etc. In addition, regular chores like making our bed, cleaning dishes, keeping the personal belongings, toys, and books organised in the right places, tidying up the clothes, etc., are also our everyday personal chores. However, we often tend to avoid such personal duties, apart from personal chores like brushing teeth, having meals, and sleeping. Sometimes, we not only try to avoid our own chores and responsibilities, but also depend on others for these to be taken care of. However, just like eating and sleeping, these personal chores are also entirely our own responsibilities.



Picture 1.1: Our personal chores

Every day we have our own chores to do. However, we all need to remember that these chores are mandatory for everyone. Let us get introduced with a list personal chores which everyone should do regularly.

Personal chores and responsibilities

1. Making own bed
2. Studying on time
3. Tidying up own study table, books, stationaries etc.
4. Putting away dinner plates, mugs, spoons etc. in the right place after washing and cleaning
5. Keeping our clothes, shoes-socks, personal belongings etc. in the right place
6. Following and maintaining appropriate table manners
7. Maintaining personal hygiene carefully and so on.



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We need to remember that there is no credit in making others do our chores while we can do those ourselves. So, we should do our own chores and responsibilities. Otherwise, we can be ridiculed by others while we make ourselves liabilities for others. All of these make life more challenging. Also, we need to remember that, if we take care of our own individual chores and responsibilities, other members of the family get some relief and free time for them. And in that free time, they can spend some quality time with us, they can also chat and play with us. In this way, our family bonds become stronger too. Also, there are some additional benefits of doing own chores and responsibilities. Such as

- We can do our chores in our own style and manner;
- Our skills and ability improve by doing them regularly;
- Our patience and endurance get increased;
- Our creativity and self-confidence develop and progress;
- We become less dependent on others;
- It saves our time and money;
- It ensures healthy body and cheerful mind.

So, let us all promise -

My own chores are my duty

Create a life full of pleasure.

Household chores and responsibilities

Each and every family member is important. Everyone has the right to stay well and spend quality time. However, if only one or two member/s of the family need to take responsibility for the well-being of the entire family, it becomes quite demanding and arduous for that person. Therefore, if we all start helping with household chores according to our own abilities, our family members will be delighted. They will appreciate us a lot more.



Picture 1.2: Work for Our Family

Helping in the kitchen, watering the garden, feeding and cleaning the pets, tidying up the pet house, filling the water jars, taking out the wastes to the rubbish bin, cleaning the house, washing the dishes, taking care of the younger siblings, looking after the elderly members, etc. can be regarded as household chores. Are these too difficult for us to do? Not at all! Rather, if we all take responsibilities and share these simple chores regularly or help others according to our abilities, it will be good for us both mentally and physically.

Let us all consider-

If we share family chores

Have more time for rejoices



Make two posters following teacher's instructions

- Design one poster showcasing your own chores and the other one showcasing family chores.
- Provide two separate fun titles for your posters
- You can include drawings/photos/collages/cartoons/writings/paper cuttings etc to decorate your poster.

To live is to learn, to overcome the challenges

It was during the early outbreak of covid-19 worldwide, Sumi's father and Litu's mother were on oxygen support. When Sumi's father tested covid positive eight days ago, Sumi's mother took him to the hospital for admission. After staying with him in the hospital, two days later, Sumi's mother also tested positive. The domestic help also stopped coming to their place after knowing this. As a result, Sumi had to stay alone with her grandmother. Neither the relatives nor the neighbours agreed to stay at their place as they were all apprehensive. Within two days, Sumi made the whole house very messy with all her clothes and personal belongings lying around everywhere. Sumi with her grandmother spent the first few days on food from the fridge. By the fourth day, there was no more food left in the fridge. However, as the condition of Sumi's father worsened, it was not possible to bring him back home.

Sumi's grandmother could not cook as she was very old. So, they almost had to starve on the fifth day since they were not able to prepare any food. On the sixth day, Sumi's mother requested the security guard to get them some dry food. The guard left the food on the stairs. Sumi came out and found two crows eating the food out of the plastic bag. Seeing this, she felt like crying.

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However, as they were starving, they had to eat that food. On the seventh day, she tried to cook rice following the YouTube tutorial. But she burnt herself from the hot pot and got a blister. Besides the kitchen was stinking because of piled up unwashed dishes and garbage compost. So, she found it even difficult to enter the kitchen. On the eighth day, they ran out of drinking water. However, she was not allowed to go out to get food from the shop. As a result, both Sumi and her grandma became sick.



Litu's father was attending to a patient on the next bed. He asked the reason when he saw Sumi's mother crying because of the overall situation at home. He became really sad and overwhelmed after hearing everything. He immediately called Litu and asked him to deliver some food to Sumi's place.

Then, Litu's father started chatting with Sumi's mother about his family.

Litu's mother and father both are working. They reach their office in the morning and come back in the evening. Before they go out in the morning, their kids, Litu and Rekha help them in making breakfast. Litu brings water, takes the garbage out to the rubbish bin, and sweeps the floor. Rekha, Litu's sister is unable to talk but understands sign language. She also makes up her bed, helps her father wash clothes, and prepares the tiffin box for the parents. Her mother makes their meal ready before going to work.

As they all finish their household chores together in the morning, they can play after returning home from school. After returning from work, their parents sometimes chat with them and sometimes play ludo with them. On the weekends, they visit parks after working together to finish the household chores. Sometimes, they go to the town taking up office assignments. Even though, their kids do not face any difficulties. Litu and Rekha can prepare some easy meals for themselves. They go to school after taking care of the household chores. Their parents always appreciate their work and love them a lot. Therefore, the children were not facing any challenges like starving even when both parents had to stay in the hospital.



Picture 1.3: The Kitchen at Litu's Place

Just a while later, Sumi's mother received a call from Sumi. 'Mum, a boy, named Litu has brought us some food. Grandma and I already had it. And Litu also taught me an easy method of cooking khichuri which I already have cooked for dinner. Don't worry for us anymore.'

In this ever-changing world, our life may not remain the same always. Therefore, we might be in trouble from time to time if we always depend on our family members or domestic helps for everything. For instance, our parents or the person who we depend on might get sick or might die or might go somewhere else. If we do not learn how to do our own and family chores and duties, we might find life very challenging. So, to survive and sustain, all of us should develop the habit of doing our chores as much as possible. This habit of doing our own chores and taking responsibilities will not only keep us healthy and fit, but also make us more resilient and give us strength to face any unexpected situations. It will also increase our self-confidence. This is the greatest attribute to overcome any challenging situations. Therefore, everyone must do their own chores and take responsibilities according to their abilities. It cannot be excused or neglected in any way. Besides, we should give a hand to household chores.

Pleasure in Work

Planning for individual and household chores

In Table 1.2, make a list of chores for yourself. Now, take another paper to write your plan on when you want to do what chore. Before going to bed every night, put a tick mark (✓) next to the completed task. Check if you have completed all the tasks on the list. There is a column called ‘Reflection’. If you fail to do a particular job, write the reasons for not doing it in that column. Also, every week receive feedback from your parents or guardians or any older family members. After a week, submit this to your teacher.

Table 1.2: Chores Schedule and Exercise

Chores for me		Sun	Mon	Tue	Wed	Thu	Fri	Sat	Reflection
1.	Making own bed								
2.	Studying on time								
3.	Tidying up own study table, books, stationaries etc.								
4.	Putting away dinner plates, mugs, spoons in the right place after washing and cleaning								
5.	Keeping our clothes, shoes-socks, personal belongings in the right place								
6.	Following and maintaining appropriate table manners								
7.	Maintaining personal hygiene carefully and so on.								
Feedback from Guardian:									
Teacher’s comment :									

Show the completed table to your teacher in the first week. Then, make a timetable for yourself. Check if you are following the timetable every day.

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In Table 1.3, make a list of the household chores you want to do regularly. Now, take another paper to write your plan about how you are going to do this. Every day, before going to bed, tick the completed task. Write the reason in the 'self-reflection' column if you fail to do something. Then, take the feedback from your parents or guardian or any other older family members every week. After a week, submit this to your teacher.

Table 1.3: Chores Plan and Exercise

Family Chores (To-Do List)		Sun	Mon	Tue	Wed	Thu	Fri	Sat	Self-Reflection	Feedback from the Guardian
1.										
2.										
3.										
4.										

Happiness is the most significant aspect of everyone's life. The happiness of a child is related to the mental contentment of the parents and family. If the child is happy, family members feel delighted. When the child does something good, family members become more ecstatic. And the joy of our family members lifts our spirit. Therefore, to ensure happiness for everyone, we all should develop the habit of doing our own individual chores from an early age. We should also practise sharing duties and delights with our family members. Otherwise, selfishness and self-centredness will invade our mindset and temperament. Therefore, you certainly can understand now that it is all of our responsibilities to do our own chores, help each of the family members and share the duties and delights with them. Such attitudes and attributes not only help us to have mental satisfaction, but also increase our physical potentials. And this is the primary source of our mental and physical well-being.

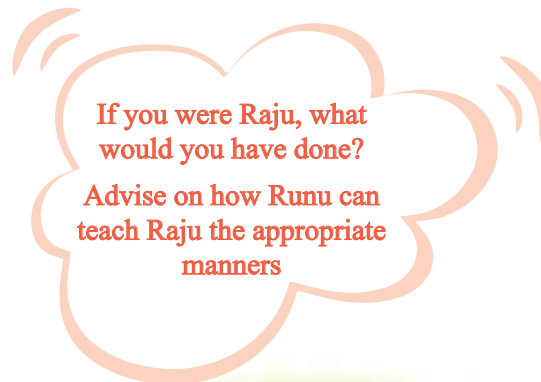
Therefore, let us promise-

*Never will neglect my duty
And try to make everyone happy*

Scenario 1: Table Manners

Runu and Raju were having their meals. Raju took most of the food on his plate and started gulping it down. Suddenly he started coughing as food got stuck in his throat. As there was no water at hand, Runu quickly ran to the kitchen to bring water for Raju. Raju took the glass with the hand he was using to eat. Runu became a little annoyed and said ‘Listen, you made the mug dirty. Mum and Dad are not home. So, you must wash your mug.’

Without even replying, Raju kept checking his phone and continued eating. As a result, he kept dropping food here and there and made the whole place dirty and messy. Raju left the place even without finishing his food. He did not clean anything. Runu found there was not much food left in the bowl for her. Runu became quite upset and ate very little. She started cleaning all the mess Raju made because she did not want to leave that mess for their parents. However, she became really annoyed when she found out Raju had only eaten half of her favourite piece of fish and wasted the rest. Altogether, Runu was having a bad day and decided she should teach Raju the appropriate manners.



Picture 1.4: Table Manners

Rules to Follow During a Meal

- We will wash our hands before having a meal
- We will pay attention while eating regardless of what we eat
- We will not touch the food item and the serving utensils or jug or mug or spoons with the hand we are eating with
- We will put the bones and other unwanted leftovers from our dinner plate away to the bone plate
- We will not waste food by taking more than we can eat
- We will chew the food properly and slowly without making any annoying sound
- We will not drop food around
- We will cover our mouth before sneezing/coughing while eating
- We will not watch TV or engage with mobile phone, games or any gadgets during a meal
- We will use a toothpick and/or floss to remove the food particles from the areas between teeth.
- We will keep our plate/mug in a specific place after washing.
- We will not sleep right after having a meal. We will go to bed at least two hours after the meal.



Scenario 2: How Rina and Sumon Spend Their Days

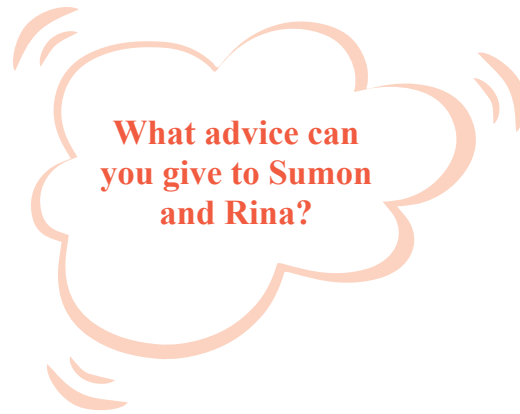


Picture 1.5: We tidy up our house

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Every morning is very chaotic at Rina's household. Rina and Sumon never keep their clothes in the right place. After coming home, they throw their shoes in different directions. They keep their socks somewhere else. That is why they struggle to find a missing pair of socks or other things every day. After searching everywhere, sometimes someone might discover the pants under the table!

Yesterday as Sumon could not find one pair of his shoes, he had to go to school wearing sandals. His friends ridiculed and laughed at him because of this. He was also told of by his class teacher as he broke the rule. The other day, Rina's formal dress was found in a creased and crinkly condition when she was getting ready to attend a wedding invitation. However, the iron was not working, so the dress could not be pressed and ironed. As a result, Rina's father could not take her to the wedding party. She was very sad for the entire day.



Scenario 2: Making Our Bed Nicely

The beauty of a room depends mostly on the bed. We feel calm, peaceful and refreshed once we see a nice and tidy bed after coming home. That is why we need to make our bed in the morning before we do anything else. Finishing a task nicely at the beginning of the day gives us confidence that the rest of the day will be in order as well. However

Rules to Follow While Making Bed:

- We should open all the doors and windows to let light and air enter inside
- We should make the bed before starting any other work
- We should wear a mask or cover our nose with a handkerchief or cloth so that we do not have dust allergy



Let's learn how to make bed:

We need to move the pillows aside and take off the bed sheet.



Next, we should spread out the bed sheet evenly (We can use a brush or a bed-broom for this)

Now, we can tuck the corners in (This will protect the bed from being messy)



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Finally, we need to arrange the pillows nicely on the bed.

Making our bed regularly and nicely and making is an artistic work. At the end of a busy day, people surrender themselves to the cosiness of a comfortable bed. Relaxing in bed can refresh our bodies and mind. That is why we can start the day by organising our bed nicely to have a sense of peace from the beginning of the day.

Rules to Follow While Organising Clothes and Other Personal Belongings:



- We should neither fold clothes right after returning home, nor we put those away in the almirah; we must fold them after drying for a while in the sun.
- We should keep those clothes handy which we wear almost every day or in most days. Other outfits can be packed aside in the almirah or in a box or at the back of the shelf.
- We should keep socks, vests, and undergarments in the same place.
- We should always keep our school uniform in a particular place, so we do not need to look for it while getting ready for school.
- We should put the used and unclean cloths in the particular washing basket.
- We should always keep our shoes in a particular place.
- We should always pack and organise our books and pens at a particular place after finishing our studies.
- We should keep our personal belongings such as toys, favourite items etc. in a particular place so that we do not lose them.

Check if you are doing the following chores. Count the number of days you have done the chores and tick the appropriate boxes. (For instance, if you have made your bed four times in a week, tick the box that says four days and if you have done it for six days, tick the box that says six days.) If you have done anything extra, write those

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in the boxes from 14 to 15. Also, count the number of days you have done that work and put tick marks on the appropriate boxes. (Extra activities may include helping the parents in their professional work, gardening, taking care of the pets, or something else.) Calculate and decide which membership badge you deserve. Take the signature and feedback from your parents or guardian or any other older family members every week. After a week, submit this to your teacher.

Table 1.4: Weekly Exercise and Reflection

Serial	Description of the Work	Seven Days (7)	Six Days (6)	Five Days (5)	Four Days (4)	Three Days (3)	Two Days (2)	One Day (1)	Total Score
1	I have done my bed								
2	I have studied on time								
3	I have washed my dinner plates, mug and spoons								
4	I have tidied up my study table and organised my books and pens etc.								
5	I have kept my clothes, shoes, and socks in the right place								
6	I have followed the rules during the meals								
7	I have maintained the personal hygiene								
8	I have helped in the kitchen								
9	I have helped cleaning the house								
10	I have helped my younger siblings								
11	I have helped washing the clothes								
12	I have helped tidying up the house								
13	I have helped in nursing other members (children/ sick/old) of the family								
14									
15									
Earned Badge:									
Guardian's Signature:									
Self-reflection:									
Teacher's Comment:									

[There are 15 different work X 7 days= 105 score; that means if anyone completes all the 15 tasks in a week, the total score will be 105 and s/he will be the titanium member. In this way, find out what your membership badge will be.]

Pleasure in Work

Membership Criteria

Total Score-112

90-105 - Titanium Member
80-94 - Platinum Member
70-79 - Gold Member
60-69 - Silver Member
40-59 - Bronze Member
Below 40 - Ordinary

My School, My Love



Picture 1.6: A School and Us

Our school is the place we value and feel comfortable apart from our home. We feel very enthusiastic and passionate about our school. The time we spend at school create so many fond memories for us that we cherish forever. The bonding we develop with our teachers and classmates is emotionally precious. What a strong emotional attachment we develop with our classmates in school! We all want to nourish such attachments with our school for years to come, so that we can improve our school settings. For that we need to make our school environment engaging, honest and beautiful. We all have to make our passion and adoration for our school visible in everything and everywhere in our school.

Let us imagine how we want to see our school and let us express that imagination in the form of a drawing or a story.



Box 1.1: Our Dream School

Let us go to school and have fun

There are 50 students in Arnab’s class. The cleaner cannot manage cleaning their classroom every day. As a result, the classroom floor often remains dirty because of papers, empty packets of chips and chocolates, dust etc. The walls of their classroom are covered with writings and drawings. They have a group in their school who always sit at the back and make noises, create troubles and chaos. They find pleasure in bullying others. Sometimes they call others with strange names and keep teasing them with those names. One day Samyo and Somota were chatting during the tiffin break. Suddenly they heard someone shouting,

‘Hey!! Hey! Come here!’

They noticed Opu and Shanto hiding behind the coconut tree because of these wicked kids. Seeing that, the bullies started laughing hard.

Samyo said, ‘This is not an uncommon incident. It happens every day. See, how sad Opu and Shanto became!’

Somota said, ‘I heard from Apu’s Mum talking about how Opu almost gave up eating at home in fear of these bullies.’

Pleasure in Work

Khushi said, ‘Do you know that Shanto often cries in toilet because of them! I wish these bullies rectify themselves! It would have made everyone really happy in school!’

Samyo said, ‘They also terrorise the juniors in this school, nag them, make them do unnecessary tasks. There is a girl in the Eighth grade whose father is a street hawker. Her father sells laces and ribbons. So, the bullies call her ‘Miss lace-ribbon’. That girl gets really sad and often skips school. We have to solve this issue. Let’s go and talk to them and try to make them realise.’

They all then approached those naughty kids together and said, ‘Friends, have you noticed that those you are teasing and mocking, they are all crying. Please, think about it. How can you be happy making others sad and upset?’


Those wicked kids started looking at each other.

‘Is it so? Are they crying? But we were just kidding!’

‘Khushi said, ‘Well, you find it funny, but it hurts them.’

Shomota explained everything to them. So, the bullies felt sorry. They said, ‘Let’s bring them here.’ They all went behind the coconut tree and brought Apu and Shanto. They promised, ‘From now on, we are all friends. We will not hurt anyone by making fun of them.’

They all joined hands. By lifting the hands together, they shouted, ‘Hurrah! Let’s fly together!’



**How can we make
our class more
attractive and
enjoyable?**

Let's Explore

Our Duties and Responsibilities at the School	
Regular Duties	Special/Occasional Duties
<ul style="list-style-type: none"> ■ Helping the juniors and being friendly with them ■ Respecting the seniors ■ Displaying good behaviours towards teachers, employees, and classmates ■ Helping teachers with their work ■ Not bullying anyone ■ Keeping classroom clean and tidy ■ Cleaning the board ■ Maintaining the cleanliness of the classroom benches, tables, and floor 	<ul style="list-style-type: none"> ■ Cleaning the laboratory, schoolyard ■ Shelving the books in the library ■ Helping the teachers in different activities ■ Volunteering during different events like Sports Competitions, Literary/Cultural Competitions and so on ■ Running and conducting club activities ■ Decorating classrooms on special occasions ■ Cleaning school toilets ■ Watering the school garden/ Making beds for Planting/Taking care of Plants ■ Assisting the differently abled (special needs) children ■ Nursing and assisting people if they become sick

Our Responsibilities at School

We spend a reasonable amount of time in school. So, any unpleasant incident taking place there, affects our activities for the rest of the day. It makes us feel down. It is not the only the responsibilities of the teachers to create and maintain the friendly environment at school. If we all observe our duties and responsibilities properly, school can be the place of our happiness and enjoyment. Let us now check how conscious we are about our responsibilities at school.

Pleasure in Work

Table 1.5: Self Inquiry

Serial	Description of the Job	Always (5)	Generally (4)	Occasionally (3)	Rarely (2)	Never (1)
၁	Clean the table, bench					
၂	Behave well with others in class					
၃	Use the washroom properly					
၄	Help others in class with studies					
၅	Monitor and maintain cleanliness of school					
၆	Take part in club activities					
၇	Help the teachers in class activities					
၈	Respect others' opinions					
၉	Use logic to comprehend any problems/ situations					
၁၀	Assist in laboratory and library activities					
၁၁	Take an active part in voluntary activities					
၁၂	Assist differently abled students					
၁၃	Talk gently and properly with others					
၁၄	Submit all homework by due date					
Marks Obtained:						
Membership Badge:						
Team leader's Remarks/Signature:						
Teacher's Comment:						

Membership Criteria

Total Score-70

- 60-70 - Titanium Member
- 50-59 - Platinum Member
- 40-49 - Gold Member
- 30-39 - Silver Member
- Below 30 -Bronze Member

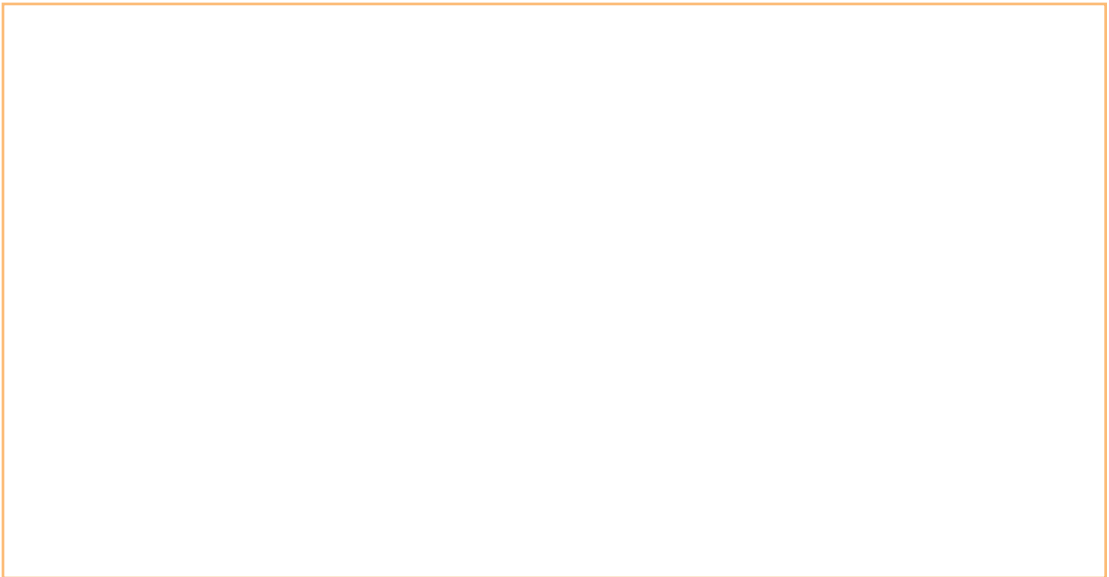
Write something in your own words for the School Wall Magazine **My School, My Love.**



Box 1.2: My School

Our Country is a Land of Dreams

We all love our country so much. Let us draw an image of the society and the country we dream of.



Box 1.3: The society we dream of

Pleasure in Work

Let us give a title to each ray of the sun following the teacher's instruction.



Box 1.4: What we can do for the society

Society is created so that we can live in harmony. We can all contribute to society in some ways. We just need to have the desire for that. If we are willing, we can build a happy and peaceful society. We might be young. Still, we all have some responsibilities towards society. Let's discover and discuss what they are -

- To behave well with all and maintain good conduct
- To show respect to the elderly
- To be kind and friendly to the younger ones
- To be compassionate towards the poor
- To help others in need according to our ability
- To show respect to others' opinions that is to keep an open and receptive mind
- To follow the traffic rules
- To take into account the fact of keeping environment and our surroundings clean

- To conduct/assist in different voluntary projects, such as
 - To raise awareness about the environment
 - To run or help with a cleaning campaign
 - To run or help with a literacy campaign
 - To run or help with road repair work
 - To help with disaster relief programmes (Flood, Fire, Tornado etc.)
 - To raise awareness regarding dowry and child marriage
 - To raise awareness and run activities around diversity
 - To support and assist the underprivileged population/community
 - To conduct support services for the children and the senior citizens
 - To raise health awareness / to assist in vaccination programmes
 - To support and assist accident victims
 - To support and assist differently-abled people
 - etc.

Pleasure in Work

Write a story or draw a picture describing your experience of a voluntary work you did for your society



Signature of your neighbour/a witness from your locality

Box 1.5: Work Experience

Academic Year 2024

Teacher's comment:



Let's sing, listen and feel together

আমাদের দেশটা স্বপ্নপুরী
সাথি মোদের ফুলপরী
ফুলপরী লাল পরী লাল পরী নীল পরী
সবার সাথে ভাব করি।

এইখানে মিথ্যে কথা কেউ বলে না
এইখানে অসৎ পথে কেউ চলে না

পড়ার সময় লেখাপড়া

কাজের সময় কাজ করা।

খেলার সময় হলে খেলা করি

আমাদের দেশটা স্বপ্নপুরী।

এখানে মন্দ হতে কেউ পারে না

এখানে হিংসা কভু কেউ করে না।

নেই কোনো দুঃখ অপমান

ছোট বড় সবাই সমান

ভালোবাসা দিয়ে জীবন গড়ি।

আমাদের দেশটা স্বপ্নপুরী
সাথি মোদের ফুলপরী
ফুলপরী লাল পরী লাল পরী নীল পরী
সবার সাথে ভাব করি।



Pleasure in Work





Self-evaluation

Tick (✓) the boxes you enjoyed doing in this chapter

Tasks	Not Completed (1)	Partially Completed (2)	Properly Completed (3)
Identifying personal chores			
Identifying household chores			
Making a planning chart for completing personal chores			
Making a planning chart for completing household chores			
Implementing the plans			
Identifying Our Responsibilities towards School			
Making a planning chart for completing the identified tasks for the school			
Implementation the plans			
Identifying our responsibilities toward society			
Implementation the plans			
Total Marks: 30			
Marks Obtained:			
Teacher's comment:			

Academic Year 2024

<p>Your Achievement? Select your mood according to your achievement</p>	 <p>I feel bad; I need to be more attentive.</p>	 <p>I feel good, but I need to be more attentive.</p>	 <p>I am happy. However, I will have to do much better.</p>
---	---	--	--



...We all want to smile like this.

Therefore, let us write down the topics we need to know more about from this chapter.

Let's write down the tasks that I need to practice more on a regular basis

Teacher's comment on the achievements at the end of this chapter:



Emergence of Occupation



Just think if the salons stopped providing us with hair cutting service, how we will all struggle with our ever-growing messy hair at that time! We feel very helpless without having the service from the people who usually cut our hair, don't we? In the same way, can you imagine what will happen if the cleaners do not turn up regularly at work?

Concept around Occupation

You are definitely aware of the fact that we perform a variety of chores from the time we wake up in the morning till the time we go to bed at night. For instance, students study at school, many pass their time by playing various games and sports, some drive trucks and buses for transporting goods and passengers, farmers plough land for growing crops, fishermen catch fish, some work in the factories, teachers teach and conduct different learning activities for students in classrooms.



Picture 2.1: People of different occupations

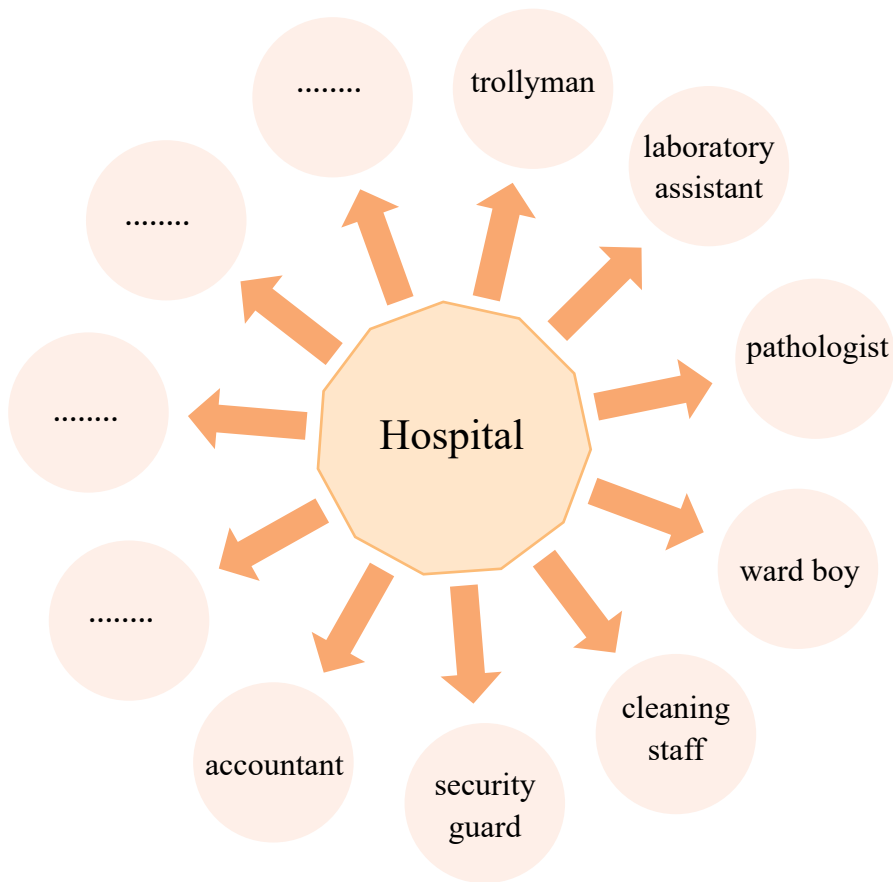
The word work carries a profound meaning. Work specifically refers to some kind of physical or mental activities that we perform to achieve some goals and objectives. While the objective of work could be earning money, it could be for something else too. The work that people do for earning money and thereby, maintaining their livelihood is called occupation.

People from each occupation have different jobs and responsibilities to perform in the society. Due to the well-defined variation in jobs and responsibilities, there are clear and distinct differences in the education, training, eligibility, attributes and skills for each occupation. However, people from all types of occupations contribute to the tangible development of the society and the country.

No occupation is insignificant or unimportant or more important than others in the society. While we need a doctor to maintain and support our health system within the society, we also need cleaning workforce to maintain and ensure the beautiful, clean and hygienic environment. According to the rules of the International Labour Organization (ILO), a worker can work a maximum of 8 hours a day. It is recognised as the working hours of a worker.

We need people of different occupations to run any organisation (such as school, hospital, Union Parishad office, factory etc.). Let us explore how many different occupational people work in one hospital. The diagram below lists a few of those occupations. Let us write the rest of them in other empty spaces. Let us also explore and discuss the roles of all these different occupations in terms of managing a hospital.

Emergence of Occupation



Picture 2.2: Hospital-centered Occupations

You surely understand that all these skilled people coming from different occupational backgrounds are important for the proper management of a hospital. If any one of them is unavailable, there will be disruptions and difficulties in managing the hospital. People of different occupations have different types of skills and responsibilities. Our society runs effectively and proficiently just because the people of different occupations perform their own jobs and responsibilities respectively.

Now let us discuss within groups and make a list of all different occupations we see in our area.



Box 2.1: The list of occupations in our area

Emergence of Occupation

Changes in Occupations

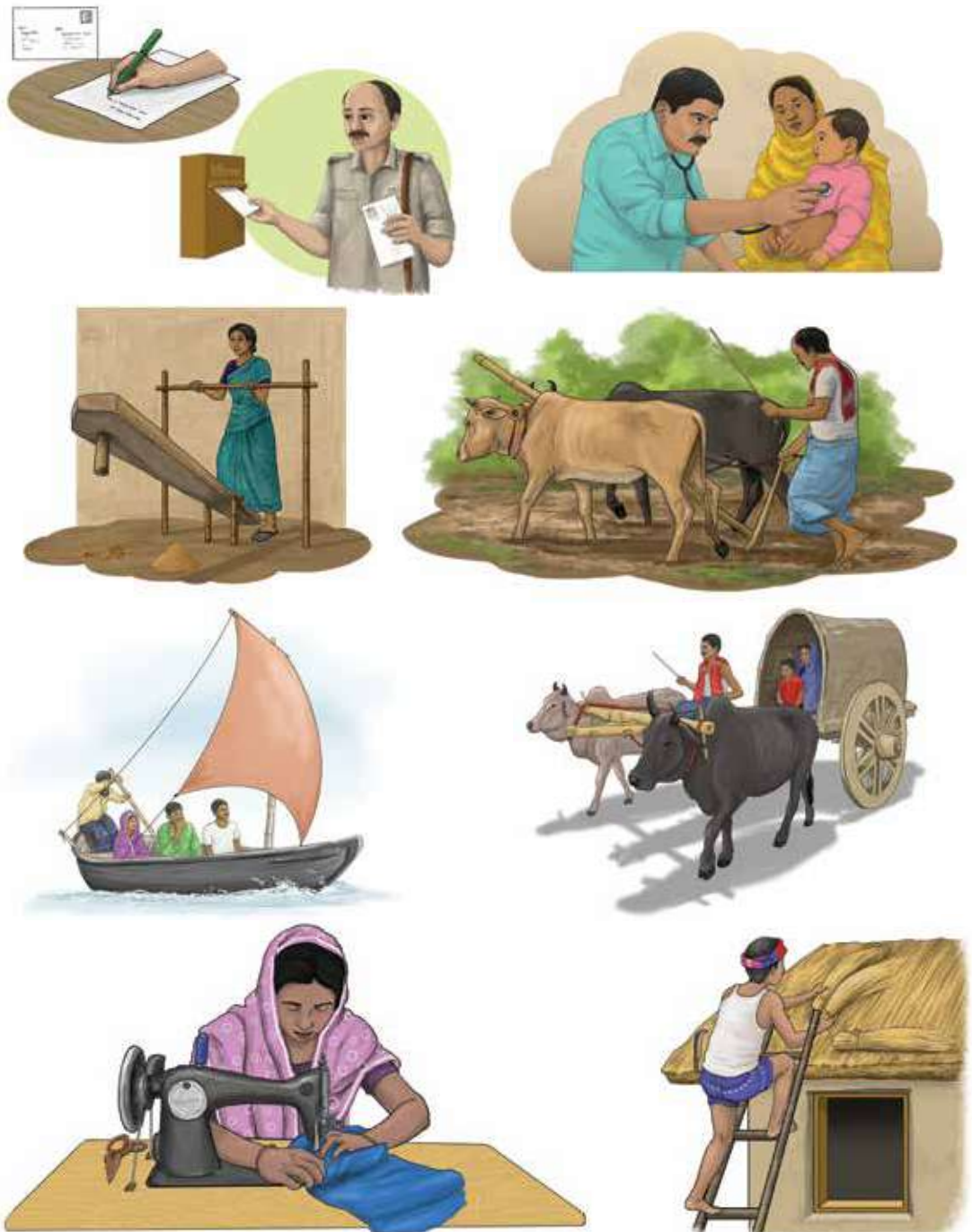
Scenario-1

It was a few years ago. Champa's brother had a small shop in the village market. At that time, mobile phones were not easily available for the villagers. So, for making phone calls, people used to stand in the queues at that shop. They used to pay 7 Taka per minute for using mobile phone to make calls. Champa's family was doing well financially with that thriving business. But within a few years, mobile phones became accessible for everyone. As a result, the income of Champa's brother's shop dropped significantly. They faced severe financial challenges. They succumbed to significant hardship. At that stage, Samad, their next-door neighbor, told Champa's brother about internet. He helped her brother to get training. After receiving training, Champa's brother started the internet business at the shop. Gradually, there started long queues in the shop again. Now, he offers online banking and mobile banking transaction services too. Through this new business, their family again could turn around financially. They could again be content and comfortable with their lives.

With the time, what changes did take place in relation to the business of Champa's brother?

Why did Champa's brother start a new business?

Let us have a look at the following picture to understand the types of occupations that we used to have in our country and how people of those occupations used to do their job.



Picture 2.3: Occupations of the past

Emergence of Occupation

Let us have a look at the following pictures to understand what types of changes have occurred in different occupational sectors and what new occupations have emerged.



Box 2.3: Emergence of new occupations

In the following table, after discussing with our parents or other elderly family members, let us enlist our findings about the jobs people used to do in different occupational sectors twenty years back.

Table 2.1: Observing the changes in occupations occurred with time

Occupational Sector	Present context	20 years back	Reason of the change
Industry	<p>Electric and/or automatic machines are used in stitching clothes.</p> <p>Machines are used for oil production.</p> <p>Aluminum, glass, ceramics and porcelains are used to make utensils, cookware and crockeries by the machines in the factory.</p>	<p>Manual sewing machines and sewing needles and thread were used in stitching clothes.</p> <p>Hand-mill were used to extract oil from oil seeds.</p> <p>Potters used to make earthenware utensils, cookware and crockeries manually.</p>	Advancement of technology
Information Exchange			
Agriculture			
Health			
Transportation			
Others			

Emergence of Occupation

We can figure out comparing the occupations in the past and present, while a number of occupations from the past do not exist anymore, there emerged some new occupations. Now, we will look into a newspaper report on this issue during the COVID-19 pandemic. This report shows during the challenging time, how with the help of technology, innovative ideas and problem solving skills, people create new job opportunities.

Scenario 2

Mehedi Hasan, an employee in a private organisation, was notified to search for a new job in June by his employer. He got completely lost and became anxious thinking about his bleak prospect at the age of forty. In such situation, he contacted his village friends upon the advice from his family. After discovering and locating good quality products within his village, he opened an online business selling fresh food produces. At the beginning, he invested 3 lakh taka which he earned from his previous job. * His online based food business keeps growing gradually.

Almost four years back, Sayeda Rahman started a unique restaurant business. She used to come forward with new ideas for creating a restaurant space where people could have chitchats while dining. For this purpose she would engage nine staffs. However, the restaurant had to remain closed for three months due to the pandemic. On top of that she got infected too which made the situation unmanageable for her. Though she could continue paying her staff the salary for two months, she could not continue doing that as the restaurant was completely shut down. During her isolation period, she constantly kept thinking about what she would do after her recovery. Her husband who was an app-based driver was also out of job as they did not own a car. But Sayeda Rahman and her husband did not lose hope. They started a new business together after recovering from Corona.

*Source: Adapted from Bangla Tribune (23.07.2020)

Share some ideas regarding the possible new occupations for Sayeda Rahman

Reasons for changes in the occupations

Once upon a time most of the roads in the villages were unpaved muddy roads. As a result, people used to travel on foot or by bullock-carts. At that time, there was an occupation called bullock-cart driver who used to drive the bullock-carts. Such occupation does not exist anymore. It is even hard to find bullock-carts these days. With the economic development of the country, the rural roads and infrastructures have greatly improved too. Besides, due to the easy access to automatic machines and electric motors, and the technological advancements, many are earning their livelihood by driving machine powered rickshaws or vans. Here, while the occupation of the bullock-cart driver has become extinct, the new occupation called auto-driver has emerged. Many such new occupations have been created similarly. Many other job opportunities which may be generated in future, are beyond our imagination now.

With the time, occupations and jobs at local and national levels get changed. Some occupations get replaced and substituted due to the changes and transformations occurred in terms of the demands of people, and in the local and national circumstances such as different natural calamities (cyclone, tsunami, flood); pandemics (like covid-19); the progress of Bangladesh from the under-developed country to a developing nation; technological advancement; industrial revolution, etc. However, we have to be always ready to cope with such changes in occupation regardless its reasons for the change. Let us read the two lines of the following poem together:

Time changes, so changes occupation

Coping with such change should be our expectation.

Basic skills for jobs and occupations

We have to acquire certain skills to work in any occupation. There are some skills and attributes which are relevant to every occupation, such as critical thinking, problem solving, decision making, effective communication and networking, collaboration and co-operation, innovation and creativity etc. Besides, there are some job specific skills which we need to learn and master beforehand. We cannot even start working in such occupations (professions) without becoming skilled at those specific skills.

Select a local occupation that you like. Find out a local person who is engaged in that occupation. Take an interview of that person with the help of your parents or other older relatives. Following the table below, make a list of all the basic skills and attributes required for that occupation in the following table.

Table 2.2: Exploring the basic skills required for an occupation

Occupation	Achievable skills
Job title:	Basic Knowledge or skills:
Name of the job holder:	Special Knowledge or Skills:
Date of interview:	

Emergence of Occupation

Case 1: The Best Chef Rashida Khatun



Picture 2.4: The best chef Rashida Khatun

Who does not know Rashida Khatun? Any social occasions and events in our area seem to be incomplete without the food cooked by Rashida Khatun. It is kind of customary to have Rashida Baburchi (chef) for any weddings, pre-wedding ceremonies such as Gaye Holud (গায়ে হলুদ), wedding anniversaries, Sunnate Khatna (সুন্নাতে খাতনা, circumcision ceremony), puja festivals and all other big occasions and events. She is very well-known and everyone's favourite Rashida Baburchi 'Chef Rashida'. It is hard to find anyone who does not commend her expertise in culinary. She is recognised as the best chef in our locality.

Do we know how chef Rashida learnt cooking? She always had a profound interest in food and culinary since her childhood. She used to observe the recipes and cooking techniques of her mother who was also a very good at cooking. Rashida was first introduced to cooking and learnt the basic cooking skills from her mother. She used to experiment different cooking techniques and try new recipes and shared it with other family members at home. Later after growing up, she completed a culinary course. At the beginning, she used to cook on request for the small events in the neighbourhood. Gradually, she became quite well-known and popular. Now even cooking for few thousand people at any event is not a big deal for her. The taste of her food is delectable and delicious. Apart from cooking at different events, she started a home-made food delivery business. Every day, she prepares food for fifty to hundred people and deliver it to different households and programmes. She started delivering homemade food at different programs besides cooking. She has prospered as a chef and in her food delivery business through years of hard work and dedication as well as through maintaining novelty and quality in her food and culinary skills.

Question: What skills did Rashida Khatun acquire? How did she become the best chef?

Case 2: Our Tailor Bidhan



Picture 2.5: Our tailor Bidhan

Bidhan Tripura is a renowned tailor in our local area. He is the owner of ‘Bidhan Fashion House and Tailors’. Outfits and garments tailored by Bidhan are very popular in our locality. He is well-known as Bidhan Darji (Bidhan Tailor) to many. Bidhan had to work very hard to achieve this.

Bidhan lost his father when he was ten. His mother went through a lot of hardship to support him to study up to the SSC. Then he had to take over the responsibility of the family when his mother fell sick. Bidhan completed a six-month long certificate course on Tailoring and Dressmaking from a nearby government technical vocational institute. He started his business with the machine which belonged to his mother. Initially he started tailoring shirts-pants and salwar-kameez for the neighbours around. Besides, he used to buy fabrics and materials in bulk from the shop to make dresses, pants, and fotua for small children, and delivered those at a wholesale price in the nearby markets. Gradually, he started tailoring outfits and garments for boys and girls, men and women. Because his hard work, perseverance, attention to details and maintenance of perfect quality, he kept progressing further. After a considerable growth in his business, Bidhan Tripura obtained a shop in the market. Now, there are ten staff employed at his shop. Bidhan Tripura dreams that he will establish a dress making institute in his locality and will train the disadvantaged people of the local area.

Question: What skills did Bidhan Tripura acquire? How did he become popular as Bidhan Darji (Bidhan Tailor)?

Emergence of Occupation

Case 3: Change in Sanpuk Mru's Life



Image 2.6: Lively attraction to work

Sanpuk Mru lives in a remote village in Bandarban. Once Sanpuk Mru's father was injured while working in the hills. Sanpuk was only an eighth grader at that time. From then the family began to suffer from want. Sanpuk used to help his mother to weave clothes with backstrap loom from his childhood. The bellflower designs that they did on the clothes were flawless. During various celebrations in their village, the designs of Wanglai (Mru Women's dress) made by Sanpuk caught the attention of everyone. Sanpuk, who was brought up in a poor family, one day heard about BSCIC from one of his school teachers. He learned that BSCIC provided trainings on various trades. After consulting his parents, Sanpuk contacted the BSCIC district training centre. He enrolled there and took training on pit loom. Afterwards, he took credit from BSCIC and began weaving clothes at home with pit loom side by side with his mother's backstrap loom. He made clothes with excellent designs having traditional motifs by dint of his concentration and patience. He made new dresses with these clothes and sent them to sell at the local market. Tourists used to come to their locality. Within a few days, Sanpuk's dresses made with pit loom began to get appreciation from the tourists. Eventually, clothes and dresses made by Sanpuk became popular, and his condition began to change. The demand for clothes made with pit loom to the tourists began to grow, and Sanpuk and his family became busier. Along with his mother, Sanpuk provided training on backstrap and pit loom to a group of girls coming from impoverished families. They worked day and night and created new designs for the clothes that diversified their range. Sanpuk began to work with these in a larger scale. He opened a sales centre in the district town in his own name. Within a few days, the clothes of his sales centre became a popular brand in that area.

Question: How did Sanpuk upgrade his skills?

Technical and Vocational Courses for Skill Development



Picture 2.7: Technical and vocational education

Acknowledging the necessities and demands of the 21st century as well as the ever increasing requirements of skilled population in the factories and industries, and the transformation happening around the long-standing technology at home and abroad, Bangladesh government has especially emphasised on the technical and vocational education. Aligning with this, Directorate of Technical Education, Bangladesh Technical Education Board and various other institutions, organisations and ministries has been offering a number of courses. Such technical and vocational courses include different subjects and can be of different durations such as Short-Term Course (three to six months), Medium-Term Course (six months to one year) and Long-Term Course (one to four years). Any student after completing grade 8 and fulfilling the minimum requirements of admission, can complete such technical and vocational courses to develop employable skills and attributes. A number of government and non-government organisations offer and deliver these technical and vocational courses in every district and upazila of the country.

Every occupation is significant for the society and the country. No occupation is negligible. When the adequate technical and vocational skills and attributes are combined with honesty, sincerity and determination, every occupation can then become more appealing and can make decent earning. We will acknowledge every occupation, be it local or foreign, be it high income or low income, equally and pay due respect to all the people doing different jobs.

Let us recite the following rhyme,

**Jobs are jobs, big or small
We should respect all.**

Emergence of Occupation



Self-evaluation

Tick (✓) the boxes you have completed

Tasks	Not Completed 1	Partially Completed 2	Properly Completed 3
Preparing the list of the occupations of the people in our local area			
Sharing experience with people of different occupations through interview or discussion			
Observing the nature of the changes in occupations over time			
Observing the case studies of established people of various occupations			
Exploring the basic skills and attributes of different occupations			
Establishing a connection between the basic skills for occupations and technical and vocational education at local and national levels			
Total Marks:			
Your marks:			
Teacher's comment:			

<p>Your Achievement? Mark the condition of your mind based on what you have achieved</p>	 <p>I don't feel good; It is important for me to be aware of all these topics.</p>	 <p>I feel good, but I need to know in more detail about all these topics.</p>	 <p>I am happy. However, I will keep trying to know about all these topics.</p>
--	---	---	--



...We always want to smile together in this way.

Therefore, to smile in this way, I have to note down all the topics of this chapter that I need to know more.

Let us know more in detail about these topics from my teacher, classmates, guardians, internet and people of our local area.

Teacher's comment



Vision for Tomorrow



You must have heard about the brothers called Wilbur Wright and Orville Wright. In 1903, these two brothers flew the first planes, which were able to take human passengers. Interestingly, they researched a lot on the drawings called ornithopters. Leonardo Da Vinci made those drawings back in 1485. Almost 500 years ago, Vinci imagined wings, and these two Engineers made that real. Therefore, our imagination might turn into a reality today or tomorrow. We are now on the brink of the Fourth Industrial Revolution. This technological revolution will influence our working methods and communication with each other.

It is pretty amazing that the concept of a 3D printer was nothing but an imagination just a few days ago which is a reality now. The activities of Robots are beyond our imagination. We wonder what else is waiting for us in the coming days. The robots made by humans would rule our world. Even then, some people might have their jobs as it is now, but some might not. To have a place in the future world, we need to have much knowledge, skills, and competencies to adjust to the new technology. Leonardo da Vinci had a notebook called Codex on the Flight of Birds. Hundreds of years ago, Vinci filled the pages of his notebook with his imaginary flying devices. His visionary thoughts have given others the outline of the achievement. We need to be foresighted and prudent. Let's have a look at some new wonders.

Write down your first impressions next to the images after seeing them below:



Picture 3.1.1



Picture 3.1.2

Vision for Tomorrow



Picture 3.1.3



Picture 3.1.4



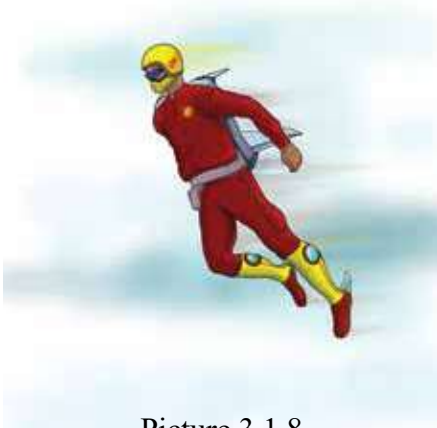
Picture 3.1.5



Picture 3.1.6



Picture 3.1.7



Picture 3.1.8

Vision for Tomorrow

Which of these pictures seem to be the most surprising to you? Write down your thoughts about it.

A large, empty rectangular box with a thin orange border, intended for students to write their thoughts about surprising images.

A Story of the Future

A Day in 2062

Before Ilma goes to sleep, she decides not to be late tomorrow for her school. She has an exciting class then. She is in Grade Six. Tomorrow is 27 August 2062.

Right at 7 am, her pillow with the built-in alarm starts vibrating. Ilma gets up right away. She waves at the curtain, and it opens itself; the bed organises itself. The weather is lovely today. The sky is blue, and it is a cool, breezy morning. The green scenery, round-shaped houses and flying cars add to the beauty of the view. Nowadays, nobody uses the roads as vehicles keep flying in the sky. That's why there is green all around.



Picture 3.2: Ilma's home!

Ilma goes to the washroom and again waves at the screen. She presses the button to decide which toothpaste to use this morning. The paste comes out automatically through a narrow device and falls on the toothbrush. Ilma looks in the mirror to check today's schedule. Last night, she had decided what breakfast her 3D microwave would make for her the next day. She moves to the dining space and sees her ever-faithful robot, Tara 3.0, already set the table. Tara 3.0 says, 'Ilma, your education drone, Boltu 5.1, has been charged in the sun since morning. Now it is ready.'

Ilma says, 'Okay, I will start off right after having my breakfast!'

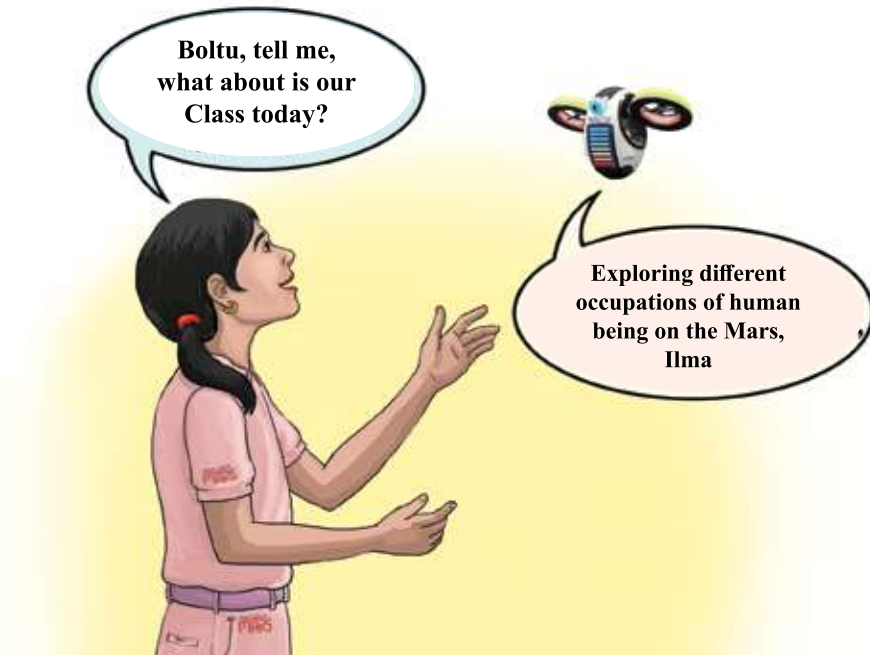
Vision for Tomorrow

‘Don’t you have the interplanetary class today?’ Ilma’s mum asks as she watches the augmented news. Different characters from the news are moving around on the table. Ilma’s dad adds, “Today’s news also focuses on this new teaching mode. Stay alert as this technology is new.”

Then mum replies, ‘What can go wrong? We have already done a few experiments on that.’ Mom is a specialist in interplanetary relations. She takes care of the development, technology, business, politics etc. Dad deals with the public health of Planet Mars.

Dad says, “True. Still, this is their first time with this technology in the school. Ilma, we went there a few months ago. You need to keep in mind that it is already winter there where you will land today. Did you pack warm clothes?”

Ilma says, ‘Dad, I am wearing my season-friendly digital dress, which changes according to the temperature. If needed, I will buy one there. Things are still quite cheap there.’



Picture 3.3: Ilma with Boltu

Academic Year 2024 Tara 3.0 informs them, ‘Ilma, your flying car is going to arrive within fifteen minutes.’ After having a light breakfast, she went for the bus. Boltu 5.1 follows her. Boltu is quite tiny, as big as Ilma’s two fists. However, it keeps flying to wherever Ilma goes. Ilma asks her education drone, ‘Hey, Boltu, what is the topic for today’s class and what were we supposed to think about?’

Boltu projects light from within. Now the light is towards the ground. Boltu can cast light in any direction. Ilma realises that they are supposed to inquire about the different occupations on Mars.

On the Bus, Ilma talked to her friends. Then, she opened her right fist and called Rashed by making a hand gesture. The holographic image of Rashed appeared on her hand. Rashed is on his flying chair.

‘Rashed, are you ready?’

‘Yes, Ilma, I am on the bus right now and am listening to madam’s speech on Mars. How are you feeling?’

‘I am a bit worried about quantum teleportation. I do not know how it is going to work. We disappear from the Earth, and you will appear on Mars?’

‘As far as I understood from her speech, you won’t even feel it.’



Picture 3.4: On the Way to Mars!

‘Well, Rashed! Keep listening to the speech. Let me make a bit of progress with our project. I will make a list of occupations of Mars and Earth.

The holographic image of Rashed disappears from Ilma’s fist. Ilma keeps working on her group research topics. During her journey by bus, she noticed the humans and robots doing different work. She could guess their occupations from the types of work they were doing.

‘Boltu, keep scanning the different actions outside and describe the kinds of occupations out there.’

Vision for Tomorrow

Education Drone throws light at the back of Ilma’s front seat. Ilma sees that Boltu instantly has made a list of 14 occupations. Looking through the window, Ilma confirms a few trades- There are a few robot artists to fix the robot workers involved in the cleaning job in the locality. There is a police tower to watch over the police robots. A bus supervisor is supervising the bus on the Dhaka-Mars route, and there are many scenarios like that.

The bus reaches a green field. There are three big holes in the area; there is a crowd around the hole. People will travel to Mars through this hole.

- a) How do you feel about this story?
- b) Is this possible or impossible?
- c) What is the most surprising event in this story?

The locality you live in will not be the same after 40 years. There would be many changes. Machines would control many things. It might or might not happen.

After 40 years, what will be the expected picture of your locality? Present that in a story or a picture.

The Location:

Year :



Future Technology and Occupation



Picture 3.4.1

Human-like Robots

Even though it looks like a human, it is, in fact, a robot. It can speak, dance, and use the correct expressions. They look entirely like humans, but they are not humans. However, they can think like humans because of their artificial intelligence. Yet, humans decide how these robots will function.



Picture 3.4.2

3D Printer

If we ask any computer printer to print any material, it will do that right away. In the same way, a 3D printer will be able to print any kind of object. For instance, you might need a mug. So, all you have to do giving command after programming it with the design and material you want. Then, the 3D printer will print that mug out. The technology of printing a three-dimensional object is called 3D printer.



Picture 3.4.3

Voice Technology

Voice recognition refers to the ability of a device to receive and explain speech. In other words, Voice recognition technology can communicate with people and react accordingly. It can recognise the user's voice and ask the phone to do certain things.

Picture 3.4: Upcoming Technology

Vision for Tomorrow



Picture 3.4.4

Biometrics

Do you want to open a closed door? It remains closed, but it opens right after the house owner arrives. This technology is able to recognise the real person. To maintain security and to take attendance, this biometric technology can scan (fingerprints, faces, eyes, etc) and identify the person.



Picture 3.4.5

Mars Express

In future, people may settle on Mars. At that time, people will be able to travel to Mars regularly.

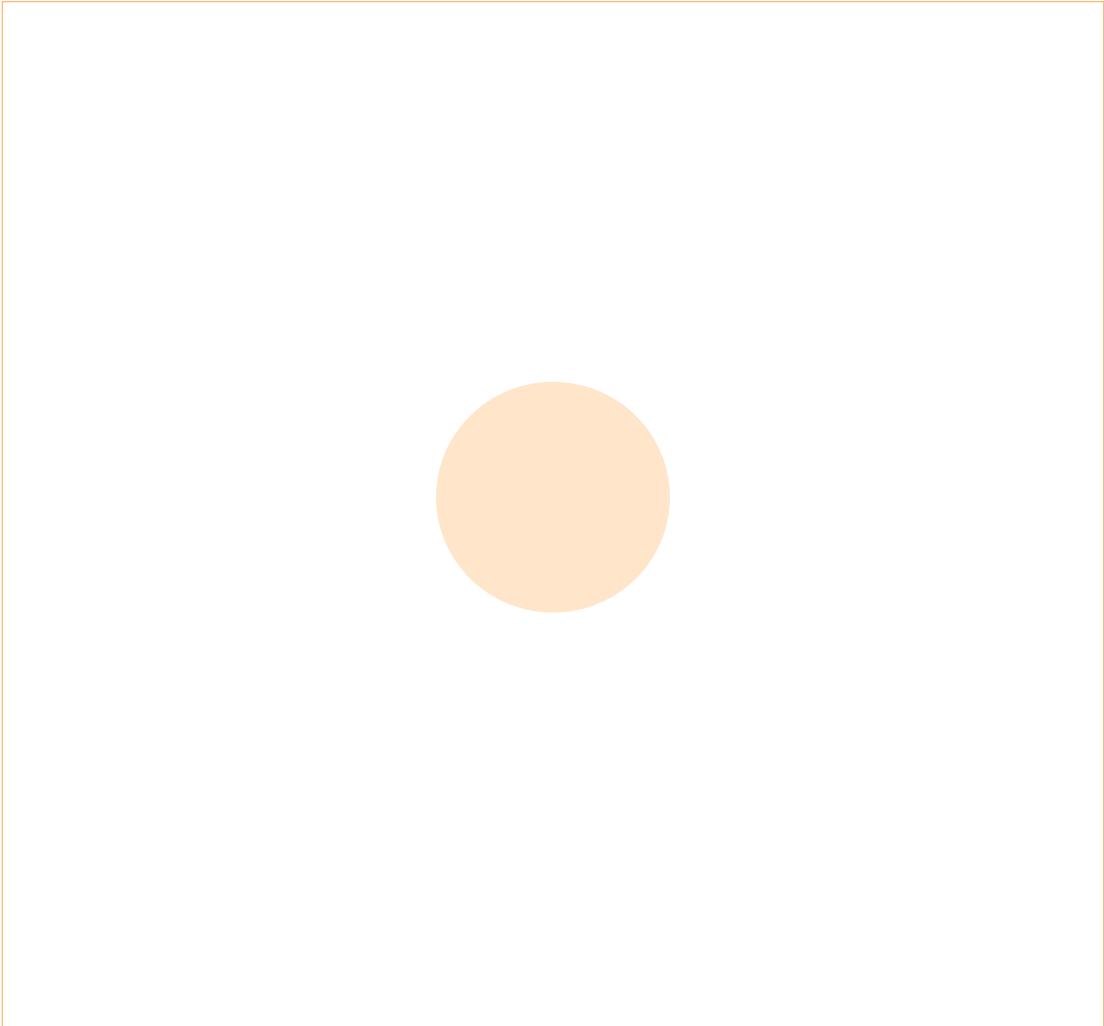
Academic Year 2024

The technologies you have come to know about were like a dream before. But these are coming true nowadays. When the common people have access to these, it will change our social and professional lives. One of those kinds of technologies is the driverless car. Imagine what the world will look like once this car is available!



Picture 3.5: The Future Cycle: Driverless Cars

Choose one of the future technologies and draw a cycle of the future based on your imagination.



Box 3.3: The Future Cycle.....

By drawing a cycle of the future, you probably can understand how much change it will bring to the world of occupations and how it will transform our competencies. To cope with the new technologies, we need to have a clear understanding of them; we will be able to survive the changed situation. Even if the waves change our direction, we will still be able to go with the flow. So, let's welcome the new world, and let's make a promise to conquer the unknown.


**With the skills of new technologies
We will keep conquering the world**



Self-evaluation

Put the tick mark (✓) in the appropriate boxes.

Tasks	Not Done	Partially Done	Well Done
Drawing a picture or making a story on the future of our locality after 40 years			
Reading the story named 'One day in 2062.'			
To draw a cycle of future			
To participate in the Play			
Total Marks: 12			
Marks Obtained:			
Teacher's Comment:			

Your Achievement? Select your mood according to your achievement			
	I feel bad; I need to be more attentive.	I am happy, but I need to be more attentive.	I am happy. However, I will have to do much better.



... We all want to smile like this.

Therefore, let's write down the topics we need to know more about from this chapter.

Also, let's learn this from our teacher, classmates, the internet, and the people from our locality.

Teacher's Comment:



Financial Insight

You surely remember the rhyme by
Nabakrishna Bhattacharya!

পিপীলিকা, পিপীলিকা
দলবল ছাড়ি একা
কোথা যাও, যাও ভাই বলি।
শীতের সঞ্চয় চাই
খাদ্য খুঁজিতেছি তাই
ছয় পায়ে পিলপিল চলি।



Financial Insight

You must have heard that ants have six legs and look for food here and there. They work so hard to carry their food to their abode. They work for six long months to save food for the next six months. They work so hard to have a secured future! Let us read a story about a grasshopper and an ant.

On a beautiful summer day, a grasshopper was happily singing songs, dancing and playing. Suddenly he noticed an ant working hard to carry its food. The grasshopper told the ant, 'Why are you working so hard? Let's play, sing, and dance.'

The ant replied, 'I must store food for Winter, my friend. You should also do the same thing.' 'Oh, dear! It is too early to worry about Winter. We still have much time.' The grasshopper replied, laughing. Without arguing anymore, the ant kept going. Finally, the summer was over, and the Winter arrived. Starving, the grasshopper came to the ant's door. 'Could you please give me something to eat?' The ant said, 'If you had listened to me, you would not have to suffer today.'



Who spent the Winter in a carefree mood?

What did you learn from the story?

Teacher's Comment:

Savings

Let us go back to the past for a while. There was an interesting tradition in this region. Before cooking, the mothers used to take a handful of rice and store it separately in a different container. By doing this every day, they could manage to save a lot of rice at the end of the month. That was their savings. In those days, the mothers used to overcome the difficult times with these savings. To discuss savings, we need to understand the concept of income. There are different ways of earning money. For example, wages for a particular service, investing in a business, exchanging a specific product or service etc. Do you earn? What do you think?



Picture 4.1: Savings in a clay bank

Yes, you earn as well, but the source of the income might be different. For instance, the stipends, tiffin allowance, Selami/Pronami during Eid/Puja or the gift money during a birthday or other celebrations. Also, you can earn by doing some work. For example, you can make money by uploading content on YouTube, assisting in agricultural activities, working in a shop, selling hand-made toys etc. You probably happily spend the entire money you receive as gifts. Sometimes you buy food or toys or hang out somewhere. In the end, you don't have any money left. What will you do if you need to buy something? We usually take money from our parents.

Every time we buy something to meet a need, the money we receive through our income decreases. So, savings is the amount of money that remains after spending from our earnings at a given time. Avoiding unnecessary expenses is also a part of savings. Imagine that you have received 100 taka as the salami/pronami. That 100 taka is your

Financial Insight

savings. Now, if you spend 50 takas from that money on toys, you will still have 50 taka left that remaining 50 taka is your savings. If you spend the entire cash, then you will have nothing left.

Now try to remember if you have earned anything from the salami/pronami/gifts/travel allowance/tiffin allowance or by selling the vegetables or fruits that you grew or the poultry eggs in the last year. How did you spend that money? Could you save any amount from that income?

We earn money from different sources over a given period and have left over after subtracting our expenditure from the income. That leftover amount is called savings. We can also understand the concept of savings from the context of our everyday activities. For instance, your locality is a part of a municipality. They supply water at a particular time every day. You need to collect the water and store it in containers during that time. Then, you can use it throughout the day even when they don't supply water. Keeping water for future use is an example of savings. Sometimes we unnecessarily keep our lights, fan and gas stove on. However, we should turn off these right when we use it. In this way, we can save the national treasure.

Income (Source and Amount)	Expense (For What and How much)	Savings
1.Selami/Gifts- 100 taka (Example)	1.Toys- 50 taka (Example)	50 Taka (Example)
2.		
3.		
4.		
Total Income	Total Expense	Total Savings

The Importance of Savings



Picture 4.2: Small Savings bring ample opportunities

Ramu's Dream

Ramu lives in Ukhia in Cox's Bazar. His father catches fish in the sea and sells those in the market. He buys groceries with that money. This is how they run their household. Ramu wants to attend school, but his father takes him to the sea to catch fish. Ramu also catches one or two fish while helping his father.

He lovingly demands from his father, 'These fish are all mine.' His father smiles and says, 'What will you do with the fish?' Ramu shakes his head and says, 'Why, dad? I will buy something to eat!' However, in reality, Ramu does not waste a single taka. He sells the fish in the market and gives the cash to his mum.

Meanwhile, the roof of their house gets blown away by the storm. Ramu's dad becomes completely helpless. Where will they go now? Ramu's mum comes to his assistance. She takes out all the money she has saved so far. They buy tin and repair the house with that money. Ramu's dad wonders where the money came from. After knowing the fact, he becomes so happy with Ramu and says, 'My son, you do not need to go to the sea from now on. You will go to school. I will keep 10 takas with you every day.'



a) Mention the benefits of savings in the light of your personal experience.

b) What problems may arise from not saving at all?

Savings is the aid during difficult days. In any unwanted situation, we might desperately need some money. On such days, even fulfilling our basic needs becomes difficult. Savings come in handy to overcome these difficulties. To fulfil our desire, we can use these savings. Sometimes we want to celebrate Mother's Day/Father's Day/Siblings' birthday/Friends' birthday. We can make something for them. Or we can buy something from the shop. For creating or purchasing a gift, we will need money. Our savings can be an excellent source for these. Also, we can use this money to buy books, toys or bags of our choice. Sometimes our parents might need cash. The younger ones in the family can come forward with their savings, and this contribution can make their parents proud of them. Also, this will be helpful for them. So, from now on, we need to build the habit of saving money.

Let's promise-

**We won't spend unwisely,
Only then we will be able to save.**

Let us save

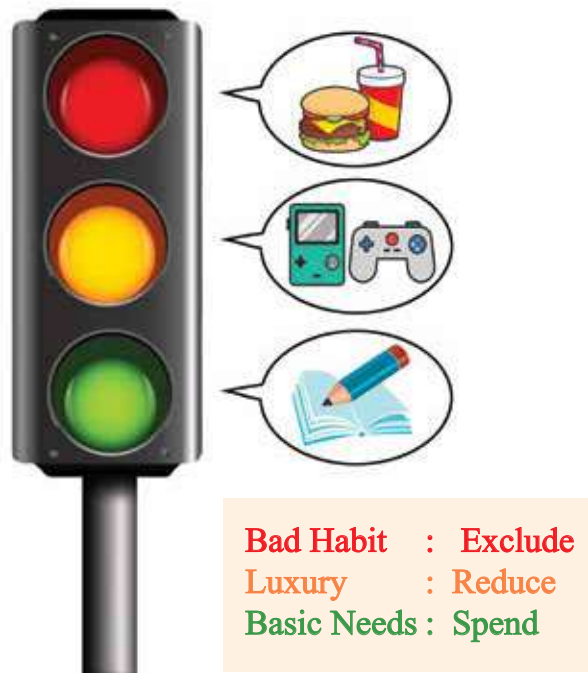
Hundreds of years ago, a Japanese woman invented an easy and hassle-free strategy to save money. She named it 'Kakeibo'. It means 'Household Finance Ledger'. In the kakeibo method, you should make the budget on pen and paper. That means on a physical ledger. It would be best if you asked yourself a few questions-

- Whether we will use the thing we buy
- Whether it is necessary to buy it right now
- Whether it will be really useful
- Whether it will be a loss not to buy it
- Whether we will do without buying it right now

If you question yourself this way, you might get the clearer reasoning for buying it or you might even give up the wish to purchase that item. So, the amount you were going

Financial Insight

to save would turn into your savings. For this reason, we need to consider which are our basic needs. Sometimes, we build up some bad habits to fulfil our silly desires. For example, eating junk foods, having unhealthy food, an urge to buy everything you see etc. Maybe, some of you are obsessed with luxurious items. For example, buying new clothes, video games, and expensive gifts for friends now and then. Nothing is better than necessity. Remember-



Picture 4.3: Savings signal



There is a risk for every bad habit so that we will give those up.



There is no end to luxuries; So we will reduce those



Our basic needs are not much; we will spend on those needs

In this way, our savings will increase. Your thought pattern might change after 24 hours. That is why you will have to think twice before you buy anything. That means-

**If we want to buy anything,
We will have to think again and again**

Now think carefully about your habits. Find out what you should not do. Find out which are your luxurious habits. Now make a list of the things you need to buy.

Fill in the blanks:

The bad habits (eating junk food) that should be eliminated

1.

2.

3.

The luxuries that need to be reduced

1.

2.

3.

The necessary items that I you need to buy

1.

2.

3.

Now fill in the box and take your guardian's opinion/signature here.

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Let us play a shopping game following our teacher's instructions.

There are a few things in four different shops.

1. Fancy Store
2. Sour, Spice and Sweet
3. Paper to Pencil
4. Toy Zone

You get 100 takas. Now go shopping. You will have to buy something from every store. We will see how much you could save.

What the sellers will do: Twelve members will be divided. Each group will consist of three members. They will take positions in four corners. Each group will decorate their shop with the poster given by the teacher. You can write down some names and pictures in the empty spaces of the poster. When the customer comes to buy something, you will hand him/her a piece of paper containing the name of the item.

What the customers will do: The rest of the class is customers. You will buy something from all four stores with paper-made money.

School banking

You surely understand how small savings turns into a large amount of savings. These savings will boost your confidence. Some of you might save in the clay bank. We usually buy clay banks from the fair. These banks are available in different interesting shapes of different animals like mango, cow, elephant, tigers etc. Some even keep cash and coins these inside books, some even keep money inside the bamboo pillar. Just consider if this is safe at all to save money in this way. You may lose the book or it could fall from your hands. The clay bank might break or the insects may eat up the money.

You might even forget where you kept your money. You might keep the money in your pocket and then forget. What will happen to the money you saved then? Think about how to keep your money safe. Let us follow our teacher's instructions to fill in the table on the problems and benefits of different types of savings.

Table 4.2 How to store your saved money

Types of Savings	If It is safe (Yes/No)	If it is available (Yes/No)	If it brings interest (Yes/No)	If it has any records of the transaction (Yes/No)
In house (Box, Clay bank etc.)				
Bank				
Keeping it in our elders' care				

Filling in this table, you must have understood that the safest way to save money is keeping it in the bank.

You see someone in your family saving money, right? Do you know that you can also save money in the bank? Anyone who is below 18 can open an account with the help of his/her parents or legal guardian. A learner will easily deposit his/her savings in the bank account. You can open this account just with 100 taka. Your parents or your legal guardians can operate this on your behalf. Once you turn 18, your bank account will become the regular savings account on your agreement. The interesting thing is that there is no service charge for the bank account for the school students and also the interest is also great. You can deposit your money there and also you will be able to collect the stipend from there. The transaction between your school and you is called school banking. Let us have a look at the benefits:



4.4 School Student's Savings

- Your money will remain safe.
- Interest will be added to the original amount.
- You will have the facility of cash withdrawal by ATM card from ATM booths.
- There would be options for long-term and profitable scheme deposit
- You can receive your stipend through this
- You can pay your school fees
- You can have the education insurance policy
- You can even take loans etc.

You understand by now why you have been introduced to the school banking system. Let us solve a mathematical problem now.

Sagar Sarkar, Shatya's father, receives 20,000 takas as his monthly salary and spends 18500 takas every month. Can you calculate the amount of his monthly savings? However, he cannot ever save his money as he spends it by making random purchases. However, he could have received 7% interest on that amount if he held it in the local banks. Can you calculate, what his savings would have been in 5 years if he kept his money in in the local banks? In such situation, come up with some advice for Sagar Sarkar.

Your Advice

Let us make a financial plan for buying something.

We always calculate how much money we will need to buy the desired product. Then, we think if we have that much money to buy that. If not, we will try to find out the possible sources of getting the money. This is financial planning. Now we need to know why we need financial planning.

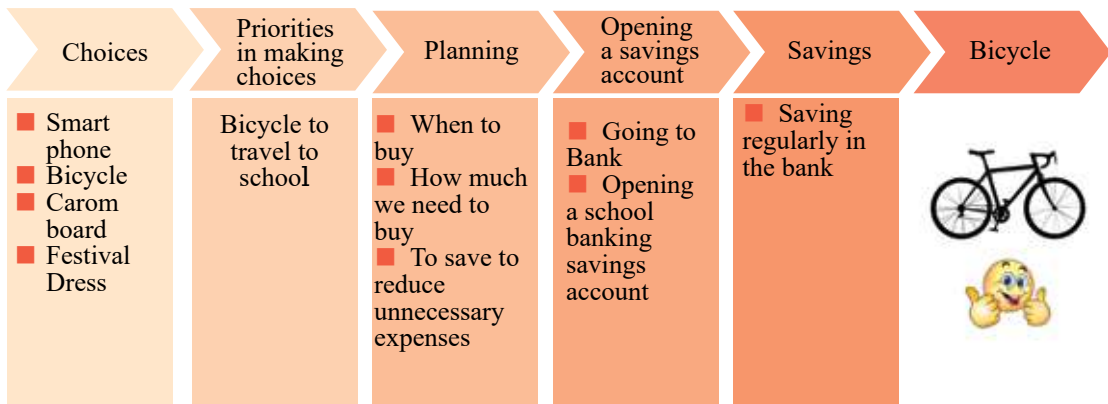
Our future life will be organised if we learn to do financial planning from now on. Now we will know how we will do that. For example, you always wanted to buy a new carom board. Your school is two kilometres away from your house. You always waste some time walking because of the distance. So, you conclude that a bicycle is more essential than a carom board. Then, you will have to plan to buy a bicycle. At first, you will have to check how much you have in the school banking account.

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You will have to calculate how much more you will need. You will have to decide how you will arrange the entire amount. So, you start saving your tiffin money, the cash you get from your elders on different occasions as gifts. You do not use rickshaws anymore. This is how you continue to save money. You keep depositing the money in your school banking account.

At one point, the saved amount becomes as much as you need to buy the bicycle. Then, you take your dad with you, withdraw your money and buy the bicycle. By making financial planning in this way, we can make our dreams true. We can follow a few steps to make a financial plan.

The Financial Planning Steps to Buy Something



That means, we might have different choices. We will choose one from the choices. Then, we will calculate how much money we will need, when to buy it and how much we will have to deposit every month. We will keep saving accordingly. At one point we will see that the money is saved. Voila! We will be ready to buy our dream product, or we can use that money to fulfil some other need.



Making a poster

Make a financial plan according to the steps in the example

You have surely learnt how to keep accounts in a financial ledger. You have also learnt how to spend money wisely and save money. You also know how to make a financial plan to buy something. Let us take it as a project.



Project work

Sample Project

- a) Going for a picnic;
- b) Visiting a spot;
- c) Arranging a program in the class

(You can arrange something else if you want. Save money according to your financial plan. No learner is allowed to save more than 30 taka in a month. Write down how you received the money. Gather everyone's money together and plan a different kind of program. Take your teacher's help if needed.)

Opening a school banking account

You can open the account. There is a particular form for this in every bank. You need to fill up the form in the right ways.

To open an account, you will need-

- Two copies of passport-sized photographs of the learner and parents
- Birth certificate or the photocopied version of ID card or any other valid document certificate
- The photocopied version of parents or legal guardian or any other photo ID (Certificates given by the chairman, Copy of passport/ driving license etc.)
- You will need only ১০০ taka to open the account. You can deposit more if you want.

Let us learn what a Bank Account Opening Form looks like.

School Bank Account Opening Form

Bank :.....

Branch:.....

Date :..... Account No.

Unique Customer ID

(For Bank Use Only)

Manager

..... Bank Limited

..... Branch

Dear Sir,

I/We are applying to open an account in your bank. My/Our account details are given below:

[First Part (Account Information)]

1. Title of the Account (Bengali):.....

In English (Block Letter) :.....

2. Account Type (Please tick) : Savings/Current/SND/FC/Other

3. Currency (Please tick): BDT/USD/Euro/Other

4. Operating Instruction: Singly/Jointly/Other

5. Initial Deposit (in number) :..... (In words)

[Second Part (Customer information)]

1. Name of the Account Holder:

(In Bengali):.....

In English (Block Letter) :

2. Date of Birth:

3. Father's Name:

4. Mother's Name:

5. Nationality: 6. Gender:

(For foreign nationals, passport with valid VISA must be collected)

7. Resident Status (Please tick): Resident/Non-resident (All formalities as detailed in Foreign Exchange Transaction will be applicable)

8. The name of the Institution:.....

9. Source of Income (In details).....

10. (a) Present Address:

Phone/Mobile number:.....

Email:.....

(b) Permanent Address:

Phone/Mobile no:.....Email:.....

11. In case of one or more account holder-(s) each of the account holders , and if the account holder is a minor, the personal information of parents (father or mother or any other legal guardian) should be included or should be submitted as attachments in the second section.

12. ID Card : (a) Birth Certificate no:.....
or, (b) Passport no./ other (Specific Details)

(c) Guarantor details:.....

Name:.....

Account no//NID no (along with the date of birth):.....

Signature (along with date):.....

[Third Part (Nominee Information)]

1. Nominee Information:

Account no:.....

(For Bank use only)

Financial Insight

I/We do hereby nominate the following person(s) to receive the entire amount balance in this account in the event of my/our death, in the following manner. I/we do hereby reserve the right to cancel or change the nominee(s) at any time. I/we do hereby also declare that payment will be made by the bank to them following our instructions here and that payment shall constitute a full discharge of your liability with respect to such deposits.

(a) The Name of Nominee and Date of Birth:.....

(b)Address :.....

.....

(c) Percentage:.....(d)RelationshipwiththeAccountHolder:.....

(e) NID/Passport no./Birth Certificate no:.....

2.In the event that the nominee remains a minor at the time of account holder’s death, following person is authorised to receive/draw the amount of deposits held by the bank on behalf of the minor as per section 103(2) of the Bank Company Act, 1991:

a) Name:.....

b)PermanentAddress:.....

c) NID No./Passport No./Birth Certificate/Others (Specific):.....

d) Relationship with the Account Holder:.....

[Declaration and Signature]

I/We hereby declare that the above information is true. I/We will submit every document asked by the bank.

Name, Signature, and the Date of Birth of the Applicants

1. 2.3.

*

Signature of the Guardian.....

From Savings to a Dream Coming True

Usha Chakma loves football too much. She plays well in the team. She can spend an entire day without eating anything. However, she cannot without playing football. She walks to a far away playground of a football club. She does not have any football to play at home, not even any boot or kneepad. She hurts herself while playing sometimes. She studies with a hurt leg and again attends class the next day. Her school is also far-away. It is located on the top hill. It is quite difficult for her to travel with a wounded knee. There is no rickshaw or van available on the topsy-turvy ways on the hill tracts. Some of her friends have bicycles. They offer a ride to their friends in turns. One day Usha and her friends asked them how they could manage to buy a cycle. She got very inspired by learning her friend’s story. She decides to keep a financial diary as Rony did. She will buy a cycle following the financial plan like Rony did. She started the implementation. She started saving money. She bought a few items with the saved money. Usha becomes overjoyed. She is very excited! It feels so great to fulfil our dreams with our own money. We can also do it like Usha. Let us-






**Save money in the bank
And fulfil our dreams easily.**
Self-Evaluation

What we have done so far.... Please tick (✓)

Tasks	Not Done (1)	Partially Done (2)	Well Done (3)
Keeping a record of income and expenditure			
Keeping Financial Diary			
Identifying own bad habits and luxuries			
Participating in group work on finding ways to save money			
Practising Savings through shopping game			
Making financial plan to buy something			
Making poster on financial plan			
Participating in projects for special programs			
Filling up the School Banking Form			
Opening and Running a School banking Form			
Total marks: 30			
Your Score:			
Teacher’s comment:			

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<p>Your Achievement?</p> <p>Select your mood according to your achievement</p>	 <p>I feel bad; I need to know more about each topic in this chapter.</p>	 <p>I feel good, but I need to be more in details about each topic in this chapter.</p>	 <p>I am happy; I will keep practising.</p>
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...We all want to smile like this.

Therefore, let us write down the topics we need to know more about from this chapter.

Let's write down the tasks that I need to practice more on a regular basis.

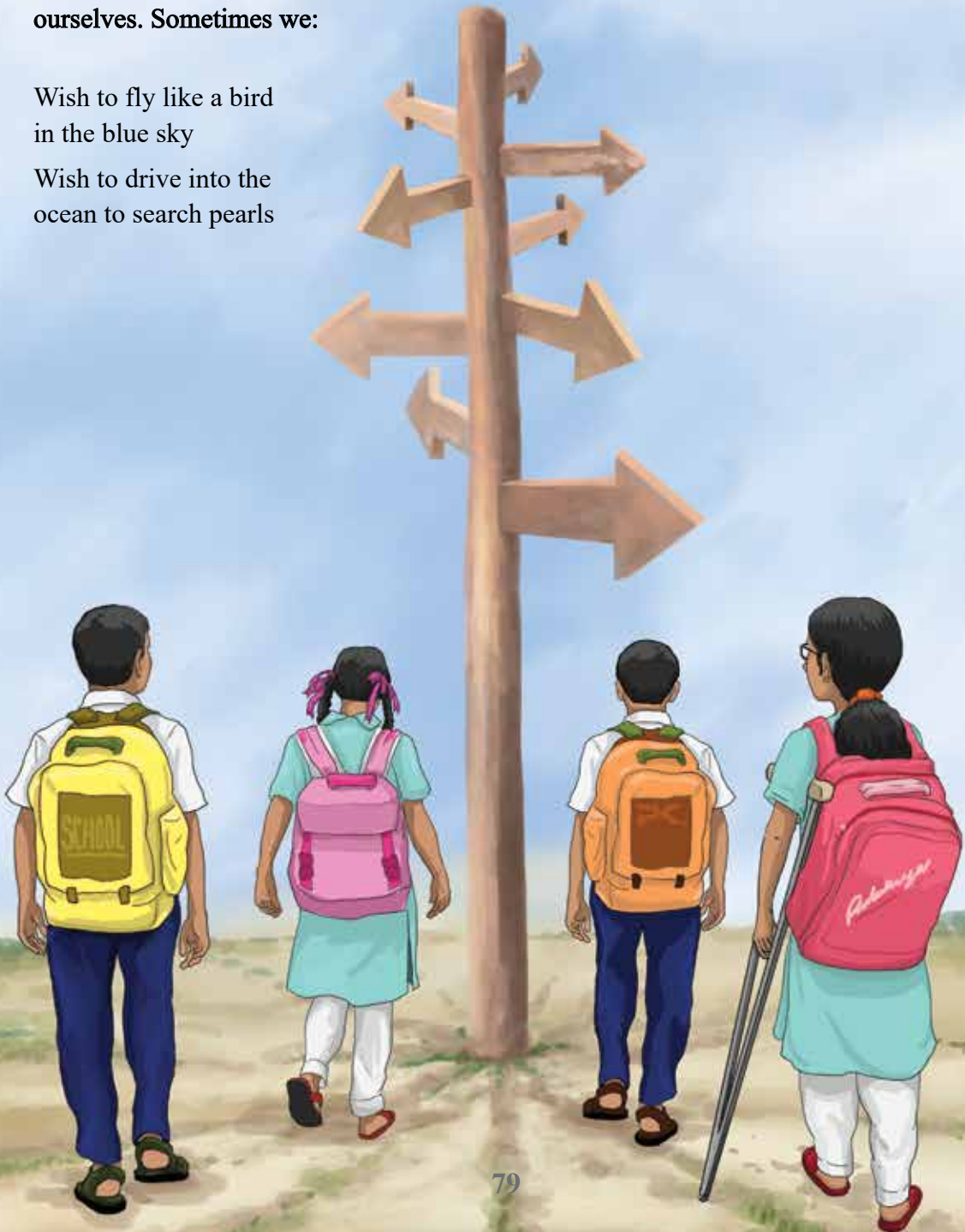


My Life, My Goal

Our wishes or dreams are free. Sometimes we dream many interesting things about ourselves. Sometimes we:

Wish to fly like a bird
in the blue sky

Wish to drive into the
ocean to search pearls



My Life, My Goal

Our mind wants many things. Sometimes the wish to become a scientist, sometimes a pilot, sometimes a diver, sometimes a teacher or sometimes a doctor peep into the sky of our mind. You surely sometimes think that after growing up I want to be like this person or I want to be like that person. After observing the people around us or knowing the contribution of different people in building the society and environment, we cherish to do something like them or we want to become someone like them. Sometimes, these wishes or dreams depend on whatever we like or love. In addition, whatever I can do or whatever I am good at also contributes to making my dream. These dreams of doing and becoming one or more things once sets goal.

Own choice and skill



Picture 5.1: Polash's vegetable garden

Let us listen to the stories of some of our friends:

The road from Polash's home to the school is very nice. They go to school in groups along a winding road through the field. He feels good when he looks at the crop fields on both sides of the road. In the field, sometimes there are mustard flowers, sometimes there is paddy and sometimes there are beds of different types of vegetables. His father and uncles grow different types of crops in these fields all year round. Polash also goes to the field with his father when the school is closed. He helps his father in different tasks such as in planting saplings, giving fertilizers, watering the land and hoeing the soil. Then in the afternoon he again plays with his friends in the field. He helps his father during the harvesting season in cutting the crops and in organising them nicely. Earlier, his father used to take the crops to the local market to sell.

Life and Livelihood

One day Polash watched a program on how to sell products online on television and then informed his father. After that, his father started selling crops from home. There is a beautiful garden in front of Polash's house where there are many types of plants of flowers and vegetables. Being inspired by his mother, Polash has grown some saplings of spinach, chili and brinjal which he has thought to sell in the market. Polash has shown in a school project how someone can become a successful farmer by maintaining the scientific procedures of farming from A to Z and contribute to the country.

Dream: To become a modern agriculture entrepreneur

Polash's likes: going to school, working with his father, gardening, playing with friends, growing saplings and selling those in the market.



Picture 5.2: Starlit Sky

Sadia is a student of class 6. She has been interested in games and sports and painting since childhood. She learns painting beside studying. She likes to roam around with her parents, do household chores, read comics and poems and science fiction books. She plays with her pet cat at home, does gardening in the balcony and plays with her friends and learn painting on her father's computer little by little. Sometimes, she reads books online on coding and learns how to do programming. She has also got an award by attending a coding competition.

My Life, My Goal

Following her favourite teacher’s advice, she has participated in an online discussion on the universe and how the astronauts travel by rocket gathered interesting information. She feels really proud knowing the fact that a Bangladeshi satellite named ‘Bangabondhu 1’ is in the sky. It has been her long cherished wish that she will also study in the law school.

Dream:

The tasks that Sadia likes:



Picture 5.3 Rifat helping his mother

Academic Year 2024 Rifat’s mother works as a seamstress at their home. Rifat helps his mother with various tasks, for example- when the clothes are cut and made, he folds the garments and delivers those to the buyers. He also goes to the market with his mother to buy clothes at different times. Many students of his school make school dresses from his mother. Rifat has learnt many things while working with his mother. He can use all these experiences to play a good role in any school event.

He can arrange these nicely with his friends. For example, he has led the sixth grade students in organising the cultural competition of the school this year by making all the arrangements for decorating the stage for the competition, deciding the costumes for the participants and anchoring. That is why the teachers of his school and his friends like him very much. Rifat wishes that when he will grow up, he will also work on making dresses and decoration like his mother. His dream is to have a beautiful shop of his own where his self-designed clothes will be available for all including younger or older people and anyone can make it from his shop if he/she wants.

Dreams:

The works Rifat likes to do:



Picture 5.4 Participating in the activities of girls guide

My Life, My Goal

Though Asma is a student of class six, she is very caring towards her younger siblings. She loves her younger brother in studies and takes him to school with her. When someone cannot find anything at home, he/she calls for Asma. Asma somehow manages to find it. In her leisure time she likes to watch Television, online cartoons, reads stories in different online groups, and writes her own stories and shares those. She also participates in the activities of Girls Guide and Red Crescent due to her interest in voluntary activities. She has got many awards in art competitions by drawing scenarios related to how people from different walks of the society work and receive medical treatment during the recent calamities. She wishes to get involved in humanitarian works in future.

Dreams:

The works Sadia likes to do :

You have learned about the stories of some of your friends and found out about what they like. Now we will select our interests, favourite tasks and skills.

Table 5.1 includes some examples of interests related to different areas. Select the ones you like or are your favourites against each of these areas. Select the works that you can accomplish in a relatively better way, or you have the skills to perform them. Also select the tasks/activities which you do not like, or which are not your favourite. If the given list does not include examples of areas that you like, skilled at or dislike you can add them.

Table 5.1: Knowing oneself

No	Areas of interests	My favourites or I like	Things that I am good at (my skills)	Things that I do not like or which are not my favourite
1.	Games and sports: Cricket, football, Kabadi, handball, volleyball, badminton, athletics (Running, high jump, long jump etc). Gollachut, dariabandha, bouchi, kana machi, caram, ekkadokka, shat chara, ludo, danguli, mobile or computer game, swimming, cycling, latim, physical exercise, flying kites and others.....			
2.	Creative works: Drawing pictures, crafting, making comics, origami (to make something with paper), writing poems/ stories, reciting poems, singing songs, listening to songs, dancing, scouting, participating in girls guide, photography making videos, gardening, joining associations, debating, delivering extempore speech and playing flute, harmonium, tabla etc			

My Life, My Goal

3.	<p>Household chores: Tidying up home, cleaning dishes, washing clothes, decorating home, preparing food, making bed, looking after plants, taking care of pets, attending the elders and the youngest in the family, shopping, gardening etc</p>			
4.	<p>Reading: Stories, novels, poem, religious/history books, travelogs, comics, science fiction, horror story, autobiography, comedy/jokes, science journals, newspapers, magazines others</p>			
5.	<p>Something new or hobby: Learning different languages, manual work, learning new games, cooking new dishes, making friends, collecting coins, collecting stamps, practicing handwriting, making gift cards, going for outing others</p>			
6.	<p>..... (others)</p>			

We surely have realised your interests and skills by filling out the table. Now make a list of what you can be or can do in future by considering your interests and skills.

Table 5.2: My wish list

The image shows a decorative form for a wish list. It features a light blue background with a rainbow arching across it. There are four numbered boxes (1, 2, 3, 4) for writing wishes. The boxes are colored: 1 is pink, 2 is yellow, 3 is light green, and 4 is light blue. The form is decorated with a sun, clouds, and flowers at the bottom left.

You may have a lot of plans or dreams about yourself while your parents, siblings, other family members and friends have dreams about you as well.

Let us do a fun activity. Ask your parents, siblings, and friends about what your interests are, what your abilities/competencies are and where they want to see you in future. Make separate tables in your exercise book for your mother, father, brother, sister and friends and take their interview separately and then and list their opinions on the following table.

My Life, My Goal

Table 5.3: My near ones' opinion about me

	Likings	Abilities/ competencies	Where do you see yourself in future
Parent 1 Relation:			
Parent 2 Relation:			
Brother 1 Name:			
Sister 2 Name:			
Friend 1 Name:			
Friend 2 Name:			

Academic Year 2024

Compare the opinions of your near ones with your thoughts (dreams, likes, dislikes, skills) to check how much they match.

Helping the poor by winning poverty

Poverty has been Farid's constant companion since childhood. When he was in grade 5, his father who was a primary school teacher, retired. Then his mother started working as a worker in an NGO. His family was in deprivation. Sometimes, he was not fortunate enough to have his food. His childhood had passed in hut made of hay where water used to trickle in if there was rain. They had no money to buy kerosene so sometimes in the moonlight or sometimes when his mother was cooking, he studied sitting next to her.



Picture 5.5: Farid studying in the light coming of the stove

He had to do everything starting from farming to all kinds of household chores when he was in primary school. He had intense interest in science. He used to investigate the reasons behind every event. He was curious about everything. But the first shock of his life came when due to poverty his studies were obstructed while he was in the fifth grade. However, he did not give up his ability and kept dreaming about growing up facing so many adversities. He dreamt that he would become a scientist when he would grow up. Being determined to fulfil his dream, he overcome one step after another and became the world-renowned scientist Dr. C N Farid.



Picture 5.6: Farid engrossed in the research experiments

After passing SSC from Birua government school, he got admitted into a famous college of a city. While he was studying in college, sometimes he had to stay at his relative's house or pass his days in a small room of a four storied building which was beside a triangular water tank of the rooftop. Farid's journey was not as easy as it seemed to be. Though he performed the best at test examination, he was still in doubt about whether or not he would be able to appear in the examination. He could not do the registration for the HSC examination due to lack of money. At the end he could collect money by taking help from his friends and the teachers. After a certain period of time, he sat for the examination with late fees, achieved the highest marks from the college and surpassed everyone again in terms of results.

After HSC it was as if he could hold onto the important dream of his life. He got the chance to take admission into the top Engineering and Technology University of Bangladesh. After that he did not need to look back. After finishing his studies, he got appointed as a teacher at the same University. He also got an invitation to pursue a PhD in abroad at a renowned university. He is going forward climbing the ladder of success. He is now a role model for this generation of scientists and engineers around the world in his research on physics. He is currently teaching at a foreign university and is leading various research activities over there.

Once upon a time for its mother used to say that 'study is the greatest tool of life. It can help to fulfil all the dreams of life'. Farid kept his mother's word in mind. He has not only implemented his dream by studying but also risen to the pinnacle of success. Farid is not willing to forget the country, their root, where poverty created obstacles in the course of his life. He tries to stand by the disadvantaged meritorious students and poor families of Bangladesh. He has set up a Charity Foundation out of the persecution that no one's life stops due to poverty, and no one is left behind.

Every year this Foundation provides support to the underprivileged students, give away warm clothing for people suffering in the winter, and distribute relief and medication for natural diseases.

- What was the dream of the protagonist of this story?
- How did he plan and work to advance towards achieving his dream or the goal of his life?

You surely understand that you can achieve a goal if you move forward with the proper plan by holding onto a dream. One's willpower is as important to achieve a goal as one's step by step move towards the dream in a planned manner.

Let us select a wish or goal from the list of wishes that we have created. We will choose such a goal that will be:

- Specific (that is, you have to choose directly what you want to be)
- Achievable (that is, the aim will not be unrealistic fantasies)
- Timebound (that is, the aim will be achievable with a certain period in time)

Table 5.4: My Thoughts

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My Life, My Goal

Planning is an important step for achieving an aim. Proper planning means that the work is almost half done. While planning the goal needs to be divided into a few small steps or milestones. Then a definite plan for achieving each milestone has to be made. Last but not the least, it has to be specified what needs to be done right now. That means that the plan has to be broken down into long term, medium term and short term and then a separate plan is needed for each of the terms.

We have to decide the time limit for each step and it will depend on the fact that within how much time we want to achieve our future wishes. For example: if I want to achieve something after 10 years, then I have to divide 10 years into three steps so that the long-term plan will be for 10 years, midterm plan will be for 5 years and short-term plan will be for 1 year.

Let us explore how one of your friends has planned to achieve his future goal. Then, fill in the empty spaces below with what you can do according to your chosen goal in long term, mid term and short term.

Table 5.5: Plan to achieve the goal

Goal	Long-term plan	Mid-term Plan	Short-term plan	What steps can be taken right now
Will invent time machine 2037	1. I will finish my studies in physics with maximum success in the university 2. I will to research as a scientist and write new ideas from research After 10-12 years	1. I will try to take admission into an university upon completing my HSC exam 2. I will find information about universities After 5-7 years	1. I will read Science, Mathematics, English and Bangla properly and find out detailed information on how to become a scientist. In the first year	I will plan daily, weekly and monthly routine through which I can learn everything properly and achieve good results in all the future amination of this year. Today

Your future wish or aim	Long-term plan	Mid-term plan	Short-term plan	What steps I can take right now

My Life, My Goal

Now make your daily, weekly and monthly timetable. Start your activities according to the timetable from today.

Table 5.6 Routine works for achieving goals

The things I will have to do daily to achieve my dreams	
The things I will have to do weekly to achieve my dreams	
The things I will have to do monthly to achieve my dreams	
My feelings at the end of the month (self-reflection)	
Guardian's comment or signature:	

The city of planning regarding what we will have to do in long term mid-term and short term to achieve our future wish for goal is called backward planning or backcasting. But keep it in mind that this is not the only technique to make a plan. It is just one of the techniques. There are many other techniques like that. Keep your eyes on this planning so that you can understand what you need to do now. At the end of the year you will assess whether or not you have been able to make progress in work according to your plan and whether or not you need to make any changes in your planning. If you think you need to make any changes then you can do that accordingly.






Self-Evaluation

Things we have done in the chapter.... put a tick (✓) mark.

The Tasks	Could not do (1)	Could do partially (2)	Have done properly (3)
Identifying the dreams and favourite tasks of the people in the given cases			
Trying to identify yourself through introspection			
Preparing own wish list			
Identifying my abilities in the eyes of my guardians, relatives and friends			
Select your own dream or goal (for the time being)			
Make a short term plan for reaching your aim			
Make a mid-term plan for reaching your aim			
Make a long term plan for reaching your aim			
Implementing a daily routine according to the plan			
Following a daily routine according to the plan			
Total number: 30 The number you have got: Teacher's comment:			

My Life, My Goal

<p>Your achievement? Mark the condition of your mind based on what you have achieved</p>	 <p>I don't feel well at all; I have to know everything about this chapter as it is very important.</p>	 <p>I feel good; but I need to know more about each topic in the chapter.</p>	 <p>I have liked it very much; I will continue to practice the works regularly.</p>
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...I want to have such smiles on everyone's faces all the time

Therefore, if I want to smile like this, I will have to write down the things that I need to know better in this chapter

I will write down the tasks that I have to continue practising regularly



Many Hands Make Light Work



Many Hands Make Light Work

Anup's school is a beautiful one. They have a playground surrounded by trees. The classrooms are also big. The teachers give them the task of making different posters on different topics. They make the posters and hang those with ropes. But ropes all around the classes make the room look messy. Sometimes the posters get torn because of the airflow. Therefore, they all decided to make a display board for the classroom. They wanted to design the board by themselves. So, they all came up with a plan. They made a calculation on how much it would cost to buy them glue, board, colourful papers, board pins etc.

They saved some money by cutting down their expenses on the tiffin money and other fees. They communicated with their Headmaster, and he immediately gave them some money. The other class teachers also gave some donations. Voila! They were ready to go. They bought all the things they needed. On Thursday, they made a board. With their teacher's help, they attached the board to the wall with the glue. They set the class routine in a corner of the room. If anyone wants, they can attach the drawings on that board. Also, the board can be used to display the posters. The classroom looks fantastic now! Everyone is happy in the class with their creativity.



Why did everyone in Anup's class make the display board?

Let Us Find Out the Problem

You must have read about the history of the caveman. They also faced many challenges. Sometimes they would lose or break their weapons, or their cave would sink in the water. From the beginning of history, men have been living with problems. Even in this time, we face many challenges. There are some problems that can be solved if we want. We use our intelligence and discuss with other people, and we can solve those problems easily with other people easily. Solving problems brings pleasure and it also boosts our self-confidence. Just think about the class of Anup. Everyone remains involved with good work. How nicely they solved their problems.

In our everyday lives, we face many problems. You all probably know that problem is an unwanted or harmful situation which we need to overcome. Let us find out the problems that we face in our schools and on our way to school from home. You can try to solve the problems. For example, the difficulties in finding water, and the wrong arrangement of seats. Problems with the club activities, keeping items or displaying them, any problem on the way from your home to the institution (road holes, bullying, destruction of trees, mosquito breeding grounds etc.)



Picture 6.1: The messy use of a toilet !

Let us visit a specific place following your teacher's instruction and fill our own group's box in the light of our group's findings.

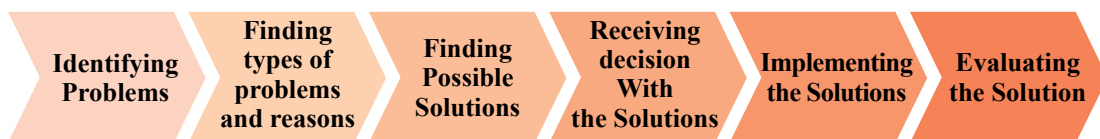
Many Hands Make Light Work

Table 6.1: Identifying the Problems

Group	Types of Problems	Problems
Group A	Infrastructural	1. 2. 3. 4.
Group B	Games, Sports Related	1. 2. 3. 4.
Group C	Cultural Activities Related	1. 2. 3. 4.
Group D	Making an Appropriate Learning Environment for the Differently Abled Learners	1. 2. 3. 4.
Group E	Problems Related to Drop-out and the Irregular Students	1. 2. 3. 4.
Group F	Problems on the Way from Home to School	1. 2. 3. 4.

You can talk to your teachers, senior students, maids, peons, gardeners, guards, and cleaners to discover the problems. If it is a local problem, then you can make a list of the local people to collect their opinions and take their help to solve the problem. You can take the necessary information from them to know about the problem in detail. Take their interview if needed.

In our everyday life, we face problems. These problems are some unexpected and unwanted conditions, and they influence us in a harmful way. Everyone wants to be free from problems. We can face problems in our personal life, family life, and social life. We should not be afraid of difficulties; instead, we should face these with courage and intelligence. There are a few steps to solve a problem. It is good to follow those steps. Let us see at a glance-



We need to find the reason behind the problems.

- We need to find out why the problem occurred.
- Then we will have to evaluate the causes and will have to find out one or two solutions.
- We will have to choose the most convenient strategy to solve the problems.
- Then we will have to take steps to implement those strategies in practical life.
- We will have to evaluate the solutions to decide on the most fruitful one so that we can easily identify such problem-solving strategies in future.

Many Hands Make Light Work

This is the step where we select the problem. You have probably found out one or two issues. Maybe it is not possible to solve all of the issues at once. So, let us select a problem, and we will try to solve that. We will have to think critically-

- If the problem is a serious one
- If it is not to be solved
- If you can do this
- How much will the people be benefited

Discuss in a group and select one problem in each group. You might disagree while making decisions. You might even start fighting though we do not want that. We want everyone to have a peaceful discussion and make a unanimous decision by evaluating everyone's point. Therefore, you will have to learn practical techniques of communication. It is an important skill. It will be easy to solve many personal problems if we achieve this skill.



Picture 6.2: Group discussion

The Communication Skills to Solve Problems

Effective communication is to present ourselves and receive information the right way; listen to others attentively and engage in active listening; above all, and criticise without blaming or hurting others. We communicate with others in different ways. Sometimes in written form, sometimes in verbal form, and sometimes through body language. For example, body language, facial expression (both happy and unhappy), eye gestures, voice modulation or touch etc. These all are parts of communication. Effective communication depends on these. You all know that communication has two sides- The Encoder and the Decoder. If the encoder prepares his message correctly and the receivers understand it and respond to it accordingly, it will be considered effective communication. Remember, communication is a two-way process. The sending and receiving messages or the success of a discussion depends on both sides. So, it would help if you practised these qualities to be a successful communicator. We will practise these regularly to be happy and keep everyone happy in the playground, home, or workplace. Let us learn what to keep in mind while maintaining effective communication.



Picture 6.3: Group Discussion

Many Hands Make Light Work



Picture 6.4: Expressing your reactions



Picture 6.5: Communicating in the sign language

- We will listen with attention
- We will speak precisely and clearly
- We fail to understand anything we will ask about it
- We will not accuse or hurt anyone while talking
- We will argue with confidence
- Our facial expression will reflect what we say
- We will maintain our friendly tolerant attitude
- We will do constructive criticism
- We will be respectful towards others' opinions
- We will not be inflexible that is we will show tendency to agree with the acceptable arguments or suggestions of others

Consider the things that have happened to your life, you will find a lot of things where maybe your lack of good communication skills, has ruined the job. On the contrary it is possible that your purpose has been achieved due to good communication; you have got what you expected. Therefore each of us needs to be much aware of effective communication. Keep in mind that-

If communication is sincere and effective

There will always be a solution to the problem

Practice of Effective Communication Skills:

Few facts have been narrated below. Read these facts and discuss in groups on how to overcome the problems by communicating.

a) You are standing in a long queue to get on the bus. At that time, if someone interrupts the queue and enters in front of you, that person clearly has broken the rules. What will you do now?

Many Hands Make Light Work

b) You love playing football. But every day you return home with bruises on your hands, legs, nose, face or somewhere else. As a result, mum gets upset and says, 'you will not go to play football anymore'. What will you do now?

c) You go to school every day with your friends. On the way, in front of the tea stall, a few naughty boys tease and laugh at you and your friends. What will you do now?

d) During tiffin time, some of you are sitting and chatting on the playground. At that time, some water gets splashed on you from someone washing his hands with a bottle of water on the second-floor balcony. What will you do now?

e) The Mathematics teacher in your class is very strict. He teaches math without a break. He gets upset if someone asks a question in the middle of the lesson. You cannot comprehend the two parts of a math at all. The person next to you also cannot understand that. What will you do?

f) A classmate in your class is very emotional. He/she gets hurt very easily and starts crying. Even if someone says something to him/her in the guise of mischief, he/she cries loudly. One day, when someone is moving the bench, his/her bag drops down. Then Bangla class is going on. He/she starts crying aloud. Everyone gets panicked. What will you do now?

Finding Solution to a problem in group

We have learnt the techniques of effective communication. Now we will consider the works that we have decided during the group discussion to solve the problems. We will discuss in our respective groups about how to find solutions to the problems. You must have done this type of data collection activities in your history and social science subject, haven't you? Then, prepare a plan for collecting necessary data to solve the problem that you will be working on. Find out some solutions to those problems by applying some techniques of effective communication. Keep in mind that there are several ways to overcome a problem. That is, there could be one problem, but many solutions could be available. Therefore,

Let us find more than one way
to solve any problem

Many Hands Make Light Work

Table 6.2 Finding possible solution to the problems

Determined problems	Possible solutions
Group name:	Solution 1:
Problem area:	Solution 2:
Description of the problem:	Solution 3:

There are numerous ways of solving a problem. You have also come up with different solutions to the problems that you want to solve. Now find the most effective solution from the multiple solutions through group discussion by following the effective communications methods and techniques. Consider the following factors to find out the most effective solution:

Choose one of these solutions and start your work according to plan. There are several things to keep in mind while you will choose a solution:

- Whether the solution is within your reach (ability/capacity)
- Whether it is possible to clear the related financial costs;
- How much time it can take;
- Whether the possible solution is permanent or sustainable
- Whether local help is available
- Whether the work can be done easily

Any problem has many perspectives. We may not be able to address all of them. However, it is our moral responsibility to strive for the solutions that are within our reach. Avoiding the problem means living with the problem for a bit longer period of time. In that case, we fall behind in our work. Therefore, it is wise to come forward to solve problems from one's own position. Let us:

Judge subtly, store information in the repository

Overcome any problem by becoming proficient in communication

Table 6.3: Problem solving review

Problem	Ways to solve the problem	The logical reason for choosing the way

Many Hands Make Light Work

Now let us solve the determined problem. You have identified a definite solution to the problem. Now, discuss in groups and divide the responsibilities among yourselves to solve the problem. Keep in mind that for dividing the responsibilities among yourselves, you will need the effective techniques of communication. Prepare a complete plan considering the ways to solve the problem. The plan will include who will perform which responsibilities, at what time and following which procedure and accordingly take steps to solve the problem. After we prepare a report on solving the problem as a team following the teacher's instructions.




My steps in solving the problem



Self-Evaluation

Things we have done in the chapter...put a tick (✓) mark

The tasks	Could not do (1)	Could do partially (2)	Have done properly (3)
Identified the problem observing the environment			
Selected the problem to solve it			
Find multiple solutions to the selected problem			
Investigating the effective way of communication			
Practicing effective ways of communication for solving problems			
Select any one from the available solutions			
Total number: 30 The number you have got:			
Teacher's comment:			

<p>Your achievement? Mark your state of mind with what you have got</p>	 <p>I don't feel well; It is very important for me to know and practice every skill and subject related to problem solving</p>	 <p>I feel good; But it is necessary to know 10th practice in more detail about each skill and subject related to problem solving</p>	 <p>I feel pretty good; I will continue to practice regularly to develop every skill associated with problem solving</p>
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...We all want to smile like this.

Therefore, let us write down the topics we need to know more about from this chapter.

Let's write down the tasks that I need to practice more on a regular basis.



Skill Course – One

Cooking-1





Cooking Rice

Raiyan is a student of Class Six. Both of his parents are Service holders. When they are home, they share the household chores. Raiyan's parents leave every day at 8 a.m. to go to their office. His father makes the bed and cleans the house before going to the office; and his mother makes breakfast for everyone, prepares tiffin for both Raiyan and his younger sister and cooks lunch for everyone as well. She starts working in the kitchen as soon as she gets home. Raiyan gets sad observing the hardship of his parents. He wants to reduce their suffering. He really wants to help out his mother. When one day Ryan said to his mother, ‘Mum please teach me how to cook. I want to help you in cooking’, his mother became happy listening to him. She replied affectionately, ‘Alright, I do not have work tomorrow. I will teach you how to cook rice tomorrow’. Rice is the staple food of the Bengali people. Rice is also the main food of the people of many other countries in the world. There are many varieties of rice grains in the world. The method of cooking rice also varies from country to country. Due to the variations of rice grains and the different cooking methods, that calorie, carbohydrate and fibre amounts also vary; for example: white rice, brown rice, parboiled rice, medium grain, long grain or small grain rice.

Vitamins and minerals are available in rice. We get vitamin B from rice which is essential for our nervous system.

At the end of this lesson we will be able to cook rice easily and safely while maintaining hygiene.

The things we need to learn before cooking rice are:

- measuring the rice
- washing the rice
- switching on the stove

Rice can be cooked with all types of rice such as boiled rice, thin or coarse rice, atop rice. However, in cooking rice with different types of rice, it is necessary to keep a little more or less water.

How to do it

Ryan's mother said to him on a holiday, 'let's learn how to cook rice'.

Ingredients that will be needed for cooking rice are:

- Rice - 1 cup
- Water - 3 cups (three times the water of rice)

Here is the step-by-step description of the how Raiyan's mother taught him to cook rice:



Step 1

First measure a cup of rice. Rice may contain stone, concrete or grains. Therefore, before washing with water, clean the rice while it is dry.

Step 2

Pour it into a pot or bowl and wash it 2 or 3 times with clean water. Now add 2 cups of water to the washed rice in the pot.

Cautions

- ⚠ After washing the rice every time, you need to be careful while straining for not to let the rice pass with the water.
- ⚠ While washing, take care of not drenching your clothes.



Skill Course– one: Cooking-1

Step 3

Switch on the stove carefully. Cover the cooking pot with a lid and increase the heat, wait for 5/6 minutes. When the water in the pot starts boiling, remove the lid and turn the heat of the stove to medium. Stir the rice in the pot with a spoon. The time of boiling the rice may vary depending on its type.

Precaution

- ⚠ You should be close to the stove until it boils, otherwise the water will swell up with foam and the stove may get turned off.
- ⚠ You have to keep your hand a safe distance while studying the rice with the spoon or spatula.
- ⚠ While stirring the rice with the spatula or spoon, you should use mittens to save your hands from the hot pot.



Step 4

When the water of the rice reduces a little, lower the heat of the stove. When the water gets dried up even more, cover the cooking pot with a lid for a while. When the water is completely evaporated, turn off the stove. Here your fresh non-sticky rice is ready.

Precaution

- ⚠ When the water is completely evaporated, the stove should be turned off immediately. Otherwise, the bottom of the cooking pot may get burned.



Let us think

- a. Was it necessary to wash the rice even more than three times?
- b. Did the stove gets switched off from the spilling of the rice starch from the cooking pot?
- c. Is the cooked rice softer or harder than usual?
- d. How did you feel after being able to cook rice?
- e. What more precautions we need to follow while cooking rice?

What have we learnt

- Cleaning Rice
- Gaining ideas about the heat levels of the stove
- Following the step by step process of cooking rice
- -----
- -----

Let us make it ourselves again

It is necessary to cook rice according to different types and quality of rice in our house. Practise cooking rice at home as and when needed taking the help of the parents or the elders. At school, cook rice together with friends and show it to the teacher. Practise at home as needed, serve others in various ways and take photos or draw the pictures.



Self-evaluation

You will take photos of some steps while cooking your rice or draw the pictures of those steps in the following box. Following the teacher’s instructions, bring and show those in the class. If there is an opportunity for printing, then print them on a white paper, cut those photos and paste them here.

Skill Course– one: Cooking-1

Picture 1: Measuring rice	Picture 2: Washing rice
Picture 3: Measuring proper amount of water	Picture 4: Cooked rice

Feedback from the Guardian

My experience in performing this task

Write down whether you felt good or bad to do this task; whether you got any injury/bruises while doing or faced any challenges in completing the task.



Egg Omelette

Eggs are very tasty and well-known nutritious food. You surely know that daily protein consumption through food is necessary for the development of body structure and growth. Eggs are very good source of protein. If children of your age eat an egg every day, they will be healthy and have proper growth according to their age. It is important to eat eggs every day for having healthy eyes. In addition to protein, eggs contain good amounts of Vitamin A and Vitamin D. Eggs contain almost all the nutrients required for human body.

Cooking eggs is also easy. Whenever you want, you can cook eggs according to your choice and preference. Eggs can be consumed in different ways, such as boiled, poached, fried or in curries. Variety of delicious snacks can also be prepared and eaten and can be served in different environments.

At the end of this lesson, we:

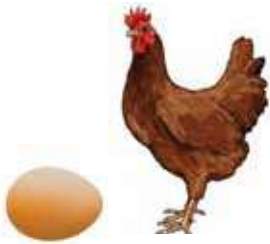
can make egg omelette safely and in a short amount of time.

Everything we need to learn before making egg omelette:

- chopping onions and green chilies finely
- switching on the stove
- washing used dishes properly

Skill Course– one: Cooking-1

The procedure should be followed for any type of eggs - layer or free range or caged chicken or duck eggs, or any other eggs.



Picture-1: Layer Chicken egg



Picture-2: Free range Chicken egg



Picture-3: Duck egg

Let us do it

Rupkotha is a student of class 6. Her mother was unable to cook today due to illness. Her father also left for the office in the morning. There was none to cook at home. As Rupkotha was very starving, she went to her mother. Her mother said to her that ‘You can easily make an egg omelette, and have it if you want.’ Egg being her favourite, Rupkotha became happy hearing this. But she replied immediately, ‘Mum I cannot make egg omelette’. Her mother gave her a hug and said, ‘You can definitely do it. I am going to give you instruction on how to make an egg omelette. If you listen carefully, you can definitely do it.’ She kept saying-

Ingredients needed to make an egg omelette:

Egg- 1 piece, Onion (small size) - 1 piece, green chili - 1 piece, oil - 1 tea spoon

Rupkotha’s mother taught her the step-by-step process of making an egg omelette as described below:

Step-1

Clean and wash a knife or a boti, a spoon, a frypan, a spatula and a plate.

Precautions:

- ☠ Handle the boti or knife carefully otherwise you might get a cut.
- ☠ While washing, you should be careful of not drenching your cloth.



Step 2

Clean and wash a knife or a boti, a spoon, a frypan, a spatula and a plate.

Precautions:

- ⚠ Be careful while cutting the onion
- ⚠ While washing, you should be careful of not drenching your clothes.

Now peel an onion. At first, cut the front and back part of the onion and then peel it. After that, wash the peeled onion and one green chili with clean water.



Step 3

At first, cut the onion into two pieces. If you cut the onion with the boti, put a part of the onion on the front edge of the boti, that will stop being teary while chopping the onion. Now chop the rest of the onion and green chili and keep it in a bowl. It is better to cut the chili with scissors. In this way you not only can chop it quickly and safely but also do not need to touch the chopped portion.

Precautions

- ⚠ Careful while handling boti or knife while chopping onions.
- ⚠ While cutting onions, the eyes may get teary. In that case wipe your eyes.
- ⚠ Wash your hands with soap immediately after chopping the chilies. Otherwise, you may feel a sting from the touch of your used hands.



Skill Course– one: Cooking-1

Step 4

Carefully crack and whisk the egg in a small bowl. Use the side of the bowl or any hard surface to crack the egg.

Precautions

- ☠ Hold the egg properly so that it does not spill while whisking.
- ☠ Make sure you do not accidentally leave any pieces of egg shell in the bowl.



Step 5

Next, add some salt into the whisked egg. Now mix the chopped onion and chili into the egg mixture with a spoon, a fork or a beater.

Precautions

- ☠ Mix it lightly. Otherwise, if you stir it vigorously, the bowl may flip or spill.

Step 6

At this stage, turn on the stove very carefully (If you cannot do it, then take someone's help). Put a fry pan on the stove and pour one spoon of oil into it. When the fry pan and oil become hot, pour the egg mixture carefully on it.

Precautions

- ☠ Be careful about fire.
- ☠ While pouring the egg mixture onto the fry pan, oil may splatter. So, make sure you keep your hands at a safe distance. If possible, put on kitchen mittens.



Step 7

When the egg gets solidified and looks fluffy, turn it over with a spatula. When the egg gets slightly brown, remove it from the stove and place it on a plate. Now your egg omelette is ready.



Precautions

- ☠ Be very careful about fire.
- ☠ While flipping with the spatula, the handle of the pan should be held with something which is heat resistant (such as cloth/gloves/mittens), otherwise you may drop the fry pan from the heat.

After completing the instruction, her mother said to Rupkotha, ‘If you face any problem, feel free to call me. Of course, if you want, you can search on YouTube and watch the video of making an egg omelette. Well, maa, go ahead and start the process.’

Rupkotha carefully listened to her mother while she was giving instructions. Then, she went to the kitchen. In no time, the smell of the egg omelette started permeating throughout the house. Rupkotha proudly came to her mother with an egg omelette on a plate. Mother hugged Rupkotha happily and said, ‘Just an egg omelette can be your breakfast. Whenever you want or feel hungry, you can have an egg omelette even with rice.’

Let us think

- What types of oil can we use to make an egg omelette?
- Can we have an egg omelette as a snack?
- What type of accidents can take place while cracking an egg?
- How did you feel while chopping onions?
- What other precautions should you take up while making an egg omelette?
- How can you save yourself from the oil splatter while pouring the egg mixture into the hot oil?

What have we learnt

- Washing all the ingredients and materials thoroughly with clean water
- Using sharp tools such as knife and other materials carefully and putting them

Skill Course– one: Cooking-1

back to their proper storage place after using.

- Follow the step-by-step process of making an egg omelette.

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Let us make it ourselves again

Think about how to make egg omelettes in different ways by adding something else to the egg mixture or making different shaped egg omelettes. Make egg omelettes using your innovative ideas (For example, adding tomatoes, small amount of chopped coriander leaves with onion, green chili, salt in the whisked egg or making different shapes by using spoon and foil paper) and show it to your teacher. Practise at home. As and when needed, serve it to others in variety of ways and take photos of it or make drawings of it.



Self-evaluation

Take several photos of you in action at different steps while making an egg omelette or draw pictures of those steps in the following box. Bring those to the classroom following your teacher’s instructions and present those to your class. If there is an opportunity for printing, then print them on a white paper, cut those photos and paste them here.

Picture 1: Chopping onion, green chili etc.	Picture 2: Whisking egg
Picture 3: Pouring it into the fry pan	Picture 4: Serving it on a plate

Feedback from the Guardian

My experience in performing this task

Write down whether you felt good or bad to do this task; whether you got any injury/bruises while doing or faced any challenges in completing the task.



Aloo Bharta (Mashed Potatoes)

Everyone used to call Chuti Aloo (Potato) when she was in Grade 5. The story behind this is very interesting. Everyone in the class was close to Chuti. Whoever was asked would say, ‘Chuti is my best friend’. Just as potatoes go well in all the curries, Chuti gets along well with everyone in the class; For this reason, all the cheeky children in the class used to call her ‘Aloo’. Their observation is indeed quite interesting. Even though potato is not the main food in our country, it is used in almost every side dish we have. However, above all these, Aloo Bharta with rice is a traditional dish of our country. From small children to elderly people, almost everyone likes Aloo Bharta. We not only get carbohydrate but also Vitamin C and Vitamin B complex from potatoes. Potato helps developing immunity, improving brain function, controlling blood pressure, improving digestion and reducing mental stress. We will learn to make a simple and fun dish with the potato which has so many benefits.

At the end of this lesson. learners will be able to:

-prepare delicious Aloo Bharta in an easy way maintaining safety and cleanliness.

Before learning how to make Aloo Bharta, we need to learn

- chopping onions and green chilies
- boiling and peeling the potatoes
- switching on the stove

There is a procedure to be followed for smashing any types of potatoes such as Jaam or Lalita (small or big in shape). Many people also add boiled eggs, beans, eggplant, jackfruit seeds etc. with the potatoes.



Picture: Different types of potatoes

Let us do it

One day Badal and his friends were talking about their favourite food items during the tiffin break. Badal's friend Megh joined their school a few days ago. He said that he liked any kind of food made from potatoes. He often used to bring food items as his tiffin, made by potatoes. During conversation he said that his grandfather cooked very well. As they had a joint family at home, they had to huge amount of food every day. His grandparents, uncles and aunts all shared the responsibility of cooking on different days. He also learnt a lot of cooking from them. He said 'I can now cook everything myself and enjoy them after learning from my Dadabhai. I can cook many items with potatoes now'. After hearing this everyone started requesting him, 'We have learnt how to cook rice and fry eggs so far, now you teach us how to make Aloo Bharta'. On their request Megh started teaching them like an expert, 'Aloo Bharta is such a dish which is very tasty and easy to make. It is very delicious to eat it with freshly cooked rice or Panta Bhaat' (fermented rice).

Then he started explaining the step-by-step procedure of making Aloo Bharta to everyone.

Ingredients for making Aloo Bharta

potatoes - 3/4 pieces, onions - 2 pieces (small size), green chili 2/3 pieces, salt - as per taste, oil 1 tablespoon (mustard)

To make Aloo Bharta follow the steps given in the picture below:

Skill Course– one: Cooking-1

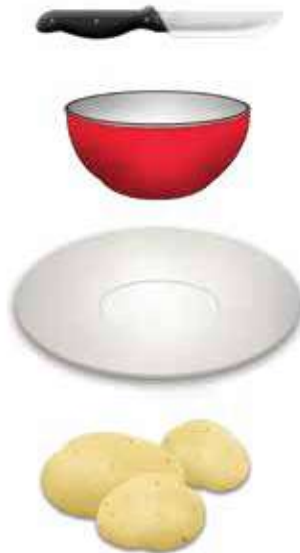
Let us follow the steps for preparing Aloo Bharta.

Step 1

At first wash the boti, knife, bowl and plate properly. Take three/four potatoes and wash them properly with water.

Precaution

- Handle the boti or knife carefully otherwise you might get a cut.
- While washing, you should be careful of not drenching your cloth.



Step 2

Put the potatoes in a cooking pot and pour such amount of water so that the water level is two to three inches above the potatoes. Switch on the stove and boil the potatoes. It takes approximately 15 to 20 minutes to boil the potatoes on high heat. You have to check whether or not the potatoes are cooked with a spoon or a spatula.

Precaution

- Be careful about fire.
- Keep your hands at a safe distance while checking if the potatoes are cooked with a spoon or a spatula. If possible, put on kitchen mittens.
- While checking the potatoes with the spoon or spatula, you have to hold the pot with something that heat-resistant otherwise the cooking pot may flip due to too much pressure.



Step 3

While boiling potatoes, chop and prepare the onions and chilies for Bharta. After peeling the onion, wash the onions and green chili. Finely chop the onions and green chili in the same way that you did for making an egg omelette.

Precaution

- Carefully handle boti or knife while chopping onions.
- While cutting onions, the eyes may get teary. In that case wipe your eyes.



Step 4

Once the potatoes are cooked wait for some time to cool down. When the boiled potatoes cool down, wash your hands and peel them one by one. Take the potatoes, mash them and keep them in a bowl.

Precaution

- You should not touch the potatoes when they are hot. You need to peel them once they cool down.

Step 5

Now mix the chopped onions, green chili and salt as per taste together. Then add the mashed potatoes into that mixture. The delicious Aloo Bharta will be ready by mixing a teaspoon of mustard oil into the mashed mixture.



Precaution

- Your hands may feel a sting due to the chilies. So wash your hands with soap immediately after mashing the potato mixture.



Let us think

- Can we use the same procedure for making another Bharta with any other vegetables?
- What should we do if we need to boil and cook large potatoes?
- What are the special precautions to complete this task?

What have we learnt

- Wash the cooking pots, utensils and ingredients properly with water.
- Be careful in using sharp tools like knives and boti, and storing them in a proper place afterwards.
- The cooked potatoes should be left in the cooking pot for a while to cool down. Otherwise, you may burn your hands.
- The techniques of preparing Aloo Bharta.
- -----
- -----

Let us make it ourselves again

Aloo Bharta can be made in many other ways by mixing dry chili powder, chopped coriander leaves or any other boiled vegetables. While making Aloo Bharta, you can bring variation in types and serving styles according to your choice and show it to teacher. Practise at home. As and when needed, serve it to others in variety of ways and take photos of it or make drawings of it.



Self-evaluation

Take several photos of you in action at different steps while making Aloo Bharta or draw pictures of those steps in the following box. Bring those to the classroom following your teacher's instructions and present those to your class. If there is an opportunity for printing, then print them on a white paper, cut those photos and paste them here.

<p>Picture 1: Chopping onion, green chili etc.</p>	<p>Picture 2: Peeling Potatoes</p>
<p>Picture 3: Mashing Potatoes</p>	<p>Picture 4: Serving it on a plate</p>

Feedback from the Guardian

My experience in performing this task

Write down whether you felt good or bad to do this task; whether you got any injury/bruises while doing or faced any challenges in completing the task.

Skill Course- Two: Planting and Nursing of the Plants



By taking this skills-based course learners will be skilled on planting and nursing of the plants. It will also develop their love for plants and play important role in the conservation of the environment.

During summer vacation, Adiyani went to visit her aunt in the city. Adiyani's aunt is a great admirer of plants but she has very limited space for planting of plants in her urban house. But Adiyani was amazed to see, as he came to visit his aunt, that his aunt has planted many plants in and around her house, on the roof top, in the barandah even inside the house. Adiyani realized that even without having enough space for planting of plants, someone with the skill of planting many kinds of plants in the open space next to the house and in tubs and various kinds of pots. He also noticed that among his aunt's collection of trees, besides flower plants, there were a good number of fruit and vegetables plants, even some plants of the endangered species (plants that existed in the past and are hardly seen now).

Skill Course – Two: Planting and Nursing of the Plants

In addition to that, there were a variety of cortons and flower plants in the barandah and shadowy parts of the house. Some of these plants are planted on the ground while some others are grown in different types of pots/tubs. Adiyana was overjoyed to see the abundance of various kinds of plants and expressed his desire to beautify their house like this. Noticing his interest, Adiyana's aunt gave him ideas on various steps of planating of plants and ways to take care of them. Let us learn from Adiyana's aunt how to planating of plants and how to do their nursing.

Task 1: Selection of place for planating of plant

Task 2: Selection of plant saplings/seedlings

Task 3: Collection of plants saplings/seedlings

Task 4: Planting of Collected plants

Task 5: Nursing of saplings/seedlings

Task 1: Selection of place for planting of plant

The site for planting of sapling/seedling can be chosen considering the facilities available in the family and discussing the matter with other family members. Any space that might be available for planting of plants around the house building should be considered first. If there is not enough spaces to plants around the house, site for planting can be chosen in suitable pots in the roof top or barandah. If needed plant can be planted in clay pots, cut out plastic bottles or buckets

A: Selection of pot/tub

The size of tubs/pots to be chosen based on the size and nature of the plant.

1. Wide and shallow tubs for growing seeded plants.
2. Medium size tubs for planting flowers and,
3. Big size tubs for annual, perennial and bushy type's plant.



Pic: Various types of tubs/pots

B: Selection of place for planting in the pit

- A high and clean land with proper sunlight and air is the best for planting of plants .
- Soil should be well fertile.
- Soils rich with minerals and good drainage facilities and loamy and clay loamy soils are good for plant.
- Plant grows well on the south-eastern side of residential house.
- Places that are safe from cattle and human should be chosen.
- Plants grow better in places that are sunny and free from weeds.

Task 2: Selection of the plant saplings/seedlings

The following factors need to be considered for selection of plant saplings/seedlings-

- Saplings need to be chosen considering the place of planting that means, if the planting site is large and there is enough open space, big or medium size plant can be planted. On the other hand, small size plants such as flower or vegetable plants can be chosen for small places or tubs.
- If the planting site is shadowy, plants that grow in shadowy places need to be chosen.
- While choosing saplings, plants of endangered species, that is, plants that were seen everywhere in the past but now are hardly seen, can be considered.
- Saplings should be chosen considering the type of the soil of the planting site. That means, crops that grow well in a particular kind of soil need to be planted on that kind of soil.
- Availability of seeds or saplings needs to be particularly considered. Saplings of the plants that are easily available in an area should be chosen for plantation.
- Plants should be chosen through discussions with other members in the family.
- The financial issues may also be considered while choosing saplings. The utility of the chosen plant also can be taken into account. For example, the fruit, vegetable, greens and wood gained from the plants support a family financially.
- It is desirable not to choose plants that are harmful for the environment.
- Overall, one should consider one's likings too while choosing plants.

Different types of seasonal flowers can be planted in the soils around the house and in the tubs. It is better to plant flowers such as rose, marigold, arabian jasmine, butterfly pea, dalia, chandramollika, rosy periwinkle and gardenia in sunny places. If the space in the roof-top allows, flower plants like night jasmine, jasmine, bougainvillea, crape jasmine, china rose or night-flowering jasmine (Sheuli) etc. can be planted in large or medium size tubs. Along with flowers, fruit and forest plants can also be planted in the soils around a house. But enough sunlight, air and wide spaces are required for this. Fruit trees may be planted in the big tubs/drums placed on the roof top or in the open space in front of a house. For example: guava, amaloki, grapefruit, pomegranate, lime etc. Moreover, forest plants such as comb teak, acacia, teak, mahogany, sissu (Indian rosewood) lebbek etc. can be planted in the open spaces in and around the house. Different types of vegetables can be planted in the spaces or tubs in front of or beside the house; for example:

Skill Course – Two: Planting and Nursing of the Plants

potato, brinjal, papaya, beans, radish, cauliflower, cabbage, pointed gourd, turnip, beetroot, snake gourd, ridge gourd, sponge gourd (luffa), bitter gourd, bottle gourd, green banana, pumpkin, wax gourd, tomato, arum, cucumber, carrot, spiny gourd, sweet potato, read leafy, water spinach, spinach, basil, capsicum, green peas, lettuce, coriander leaf, drum stick etc. In addition to that, in urban areas, indoor plants in decorated pots are very popular. In such instance, a variety of cortons and flower plants, especially those grow in places with limited sunlight and shadows, can be planted in tubs or plastic bottles kept either inside the house or in barandah.

Considering the above factors and based on the discussions with all family members every member will make a decision to choose the right plants for planting and will write down the rationales behind his/her decision.

Task 3: Collection of plants saplings/seedlings

We can collect the saplings/seedlings that grow around our house or the produced from the branch, seeds or roots of plants. At present many high quality saplings/seedlings of horticultural crops, forest plants and herbs are available in different kinds of government horticultural centres, government social forestry nursery centres, BADC nurseries, the Germplasm Centre of Bangladesh Agriculture University and private nurseries.



Pic: Collecting saplings

Task 4: Planting of Collected plants

1) Planting saplings in tubs/pots

A) Preparing the soil for planting

1. Loamy soils are most suitable for planting of seedlings in tubs or other pots. The ideal sources for collecting such soils are barren fields, agricultural lands and the banks of pond or river. This soil should be collected up to one and half feet deep from the upper surface of the ground because many organic substances get mixed and melted in the upper surface and this soil is free from fungus and other diseases due to its exposure to sunlight and air.



Pic: Collecting soil



Pic: Mixing organic manure with soil

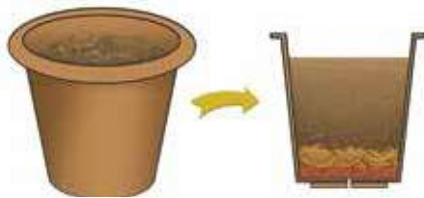
2. After collecting the soil, it needs to be prepared by mixing organic manure or cow-dung with it. Planting in the soil immediately after mixing fertilizer lessens the benefit of fertilizer and, in many instances, plants may even die due to the heat created in the soil during the fermentation of the fertilizer. That is why it is better to prepare the soil beforehand and leave it for seven days. This will enable the saplings consume the fertilizer from the time of plantation and as a result they have better growth.

B) Preparation of tubs/pots for seedlings

- Tubs/pots made of clay, wood or plastic can be used. But in our country clay tubs are widely used now.
- Both new and old pots need to be washed with hot water and dried well in the sun. This will lessen diseases and insect to assault the plants.



Pic: Things that should go inside the tub



Pic: Preparing tubs/pots

- There should be one or two holes at the bottom of the pot for draining water.
- The bottom of the pots with hole should be covered with clay pieces, coconut fibers, straw leaves and brickbats.
- Next, the tub should be filled with loamy soil with a layer of manure-soil in way that at least one inch areas from the top is left vacant.

C) Planting of seedlings in the tubs/pots

1. Usually saplings of one month old should be transferred from seedbeds or small pots to be planted in bigger pots.
2. During planating the root of the plant needs to be spread around and gently buried in soil.
3. Then the soil needs to be tightened gently so that the plant does not bend down and it can stand firmly.



Pic: Planting saplings in tubs/pots

Skill Course – Two: Planting and Nursing of the Plants

- Newly planted seedlings need to be made adjustable by leaving it in the shadowy places. If this is not possible, the plants should be protected from the sun by using coconut or betel nut shells or by other means.
- Sapling might need support for staying firm. Bamboo sticks, plastic pipes or long wooden strips can be used for this purpose.

2. Planting of saplings or grafts in the pit

A) Preparing the pit

The pit needs to be prepared 15-20 days ahead of the date of planting. The following procedures are used to prepare a pit:

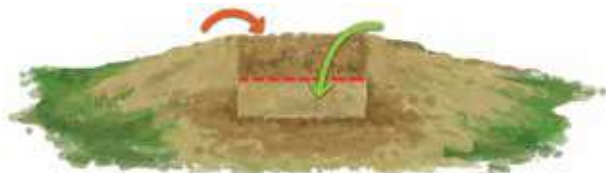
- Before planting the big plants (mango, jackfruit, lichi, coconut, grape fruit, Safeda etc.), medium size plants (guava, lemon, hogplum) and smaller plants (banana, papaya, pomegranate) the pit should be 1 square meter, 60 sq.cm and 45 sq.cm for length, width and depth, respectively.
- The soil from the upper half of the pit should be kept on the right side while the soil from the lower half of the pit should be kept on the left side of the hole. The hole needs to be dried in the sun after removing the soil from it so that the germs in the hole die of the heat directly generated by the sun.



Pic: Preparing pits

- The hole needs to be filled with soil drawn from the lower part of the pit after mixing it with manure following the table shown below. The pit should be watered and left aside for 15-10 days and the soil should be mixed upside down to release the gas coming from the compost.

Fertilizer	Amount
1. Organic manure (compost, earthworm, fermented cow dung)	8-10 kg
2. TSP	100-150 gm
3. MOP	100- 120 gm
4. Gypsum	50-60 gm
5. Lead	10-20 gm
6. Boron	5-10 gm



Pic: Filling in the pit with soil

B) Preparation of saplings/seedlings for planting

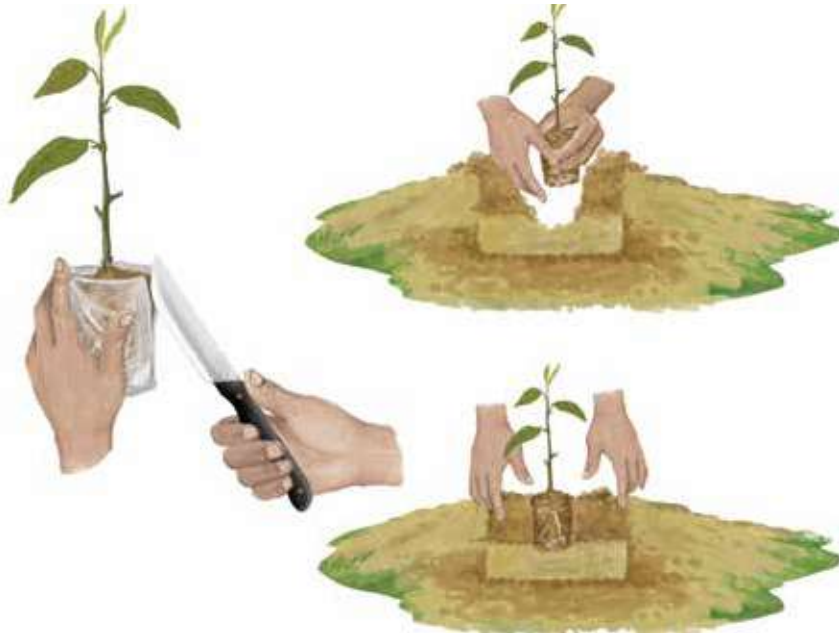
1. The saplings collected from nursery need to be watered and stored in shades for $\frac{3}{4}$ days and then in the sun for another $\frac{2}{3}$ days to make them adaptable to the harsh condition.
2. The extended roots of the saplings should be trimmed off.
3. The leaves of the saplings that are infected with diseases and insects should be cut off.
4. Care should be taken that the soil for planting is unharmed.



Pic: Preparing saplings for plantation

C) Planting of saplings/seedlings

1. The soil mixed with fertilizer needs to be replaced as per the size of the round shaped soil around the root of sapling.
2. The poly-bag of the sapling needs to be removed by cutting it carefully with a knife or blade. In case of clay pot, the pot should be broken carefully and the sapling should be kept along with the mud around its root.
3. The sapling along with the pile of mud around its root should be placed with care inside the pit using the two hands.



Pic: Planting of saplings inside the pit

Skill Course – Two: Planting and Nursing of the Plants

4. The sapling should be kept straight.
5. The mud around the sapling needs to be broken and pressed down gently.
6. The soil at the root needs to be a little elevated.
7. It is best to plant saplings in the afternoon or when it is cloudy.

Each learner will try to engage all the family members in planting saplings in the pit or tub prepared for planting. 2-3 photographs of the planting activities should be taken by any camera or mobile phone and saved by the guardian. If the family of a learner does not have any camera or mobile phone, the learner will himself/herself draw the pictures of planting activities and save them with himself/herself.

Task 5: Nursing of plants

- The planted saplings/seedlings in the pit or tub should be observed regularly.
- It should be checked regularly that the soil in the tub does not get dry, as well as it does not hold excess water.
- The soil of the pit or tub/pot needs to be turned over every 10 days. But care should be taken at the root is not cut off.
- Any kind of weeds that may grow in the pit or tub needs to be uprooted.



Pic: Nursing of plants

Watering the plants

- Clean water should be added to the plant roots. It is better to water with a watering can. Afternoon is the best time for watering.
- There is no need to water if the soil is too wet or if it rains consistently.
- The plant in the pit or tub might get dry after plantation due to scarcity of water. On the other hand, plant may get rotten due to excessive water. Therefore, care should be taken that there is no excess water at the bottom of the pot/tub.



Pic: Watering the plants

- If the tub is placed on the damp soil in the rainy season, the water may not get drained through the pores at its bottom. That is why, at this season, pot/tub can be placed on bricks kept 3-4 inches apart.
- Care should be taken that there is no water is trapped in the pit or under/around the pot/tub. Because this might help mosquitoes to grow.

Application of fertilizers to pots/tubs

1. The pots or tubs need fertilizer two/three time a week as they have limited soil and food nutrients.
2. This upper fertilizers (5 gms of urea + MOP + TSP and one pinch of sulfur or boron) need to be applied evenly in 6 cm deep and 3 cm wide ditches all across the pots/tubs up to their edges and then covered with soil.
3. It is better not to apply any chemical fertilizer directly to the soil, rather than applying them as water solutions.
4. Usually chemical fertilizers need to be added one the plant is attached to the soil or 15-20 days after planation.
5. In the case of preparing this liquid fertilizer half spoon of urea + MOP + TSP and one pinch of either sulfur (zinc) or boron (borax) need to be added in one litre of water and this should be applied every alternative month.
6. The fertilizer mixed water will vary according to the age and nature of the plant.
7. Liquid fertilizer can also be sprayed on the plant. In that case the whole plant should be soaked in liquid. Plants should be sprayed in late afternoon.
8. After planting saplings in tubs or pots, if organic manures (mustered 'khail', earthworm compost, cow dung, bone meals, fish meals) are applied each month along with water, the soil and the plants will be in good health.

poles

- Poles are required so that the saplings stay straight and they do not bend down and die.
- The pole should be stronger, taller and straighter than the sapling.
- The sapling needs to be tied up in 2-3 places of the pole with thin ropes.
- The knot of the rope should be made loose as the sapling grows bigger.



Pic: Providing poles

Fencing

- Fencing is required to protect plants from cattle, humans or other animals and stormy winds.
- Fences should be provided in such a way that cattle can not poke their heads in.
- The fencing can be made of bamboos.
- If the saplings are small in number and if they are planted far from one another, separate fences are required.
- If the saplings are large in number, there should be fencing for all of them or all round the land.
- The fencing needs to be made stronger by using poles.



Pic: Fencing

shades

- Small plants need to be kept under shades to protect them from the sun or heavy rainfall.
- Banana leaves, date leaves or coconut leaves or tree branches should be used as shades.
- Twigs and leaves can be used for providing shades to the plants.
- If the sapling becomes strong due to its attachment with the soil, there is no need to give shade to it.

Mulching

- ‘Mulch’ can be applied around the plant roots to keep the soil wet.
- If the soil around the plant root is covered with water hyacinth, corn shocks, twigs and leaves and water plants, the water does not get evaporated. The soil holds liquids. As a result the soil needs less water.
- Later on these are fermented to produce manure.

Guardians must take and save the pictures of updates of a plant’s growing up on the Friday or Saturday of each week or the learner will draw the pictures of the same and save it with themselves. Each learner will write down consistently in his or her Life and Livelihood khata as per the table what changes are observed in a plant.

Table 8.1: Weekly plant observation table

Name of learner:

Roll:

Section:

Name of the sapling

Date	Height	Number of leaves	Number of branches	Number of buds (if applicable)	Number of flowers (if applicable)	Number of fruits (if applicable)	Any other changes

Signature of learner

Preparing reports

A report should be prepared on the whole project after at least 3 months of nursing of a sapling/seedling following its plantation. Each learner will draft the report separately.

- The report should mention the challenges faced and the ways they were addressed, the task that was most enjoyable and any special knowledge or insights gained while implementing the project.
- The outcome of the project needs to be mentioned. The condition of the plant by the end of project period and the future plans also need to be mentioned.





কৃষি উন্নয়ন: কৃষিতে প্রযুক্তির ছোঁয়া

স্বাধীনতা উত্তর বাংলাদেশে খাদ্য উৎপাদন প্রায় তিনগুণ বেড়েছে। ধানের উৎপাদন তিনগুণেরও বেশি, গম দ্বিগুণ, সবজি পাঁচগুণ এবং ভুট্টার উৎপাদন বেড়েছে প্রায় দশগুণ। শেখ হাসিনা সরকারের যুগোপযোগী পরিকল্পনার পাশাপাশি পরিশ্রমী কৃষক, মেধাবী কৃষি বিজ্ঞানী ও সম্প্রসারণবিদদের যৌথ প্রয়াস ও কৃষিতে লাগসই প্রযুক্তির ছোঁয়ায় এ সাফল্য এসেছে। এভাবেই প্রধান খাদ্যশস্যের উৎপাদন বাড়ানোর ক্ষেত্রে বিশ্বের শীর্ষস্থানীয় দেশের তালিকায় উঠে এসেছে বাংলাদেশ।

Academic Year 2024 Class Six Life and Livelihood



সমৃদ্ধ বাংলাদেশ গড়ে তোলার জন্য যোগ্যতা অর্জন করো
- 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

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