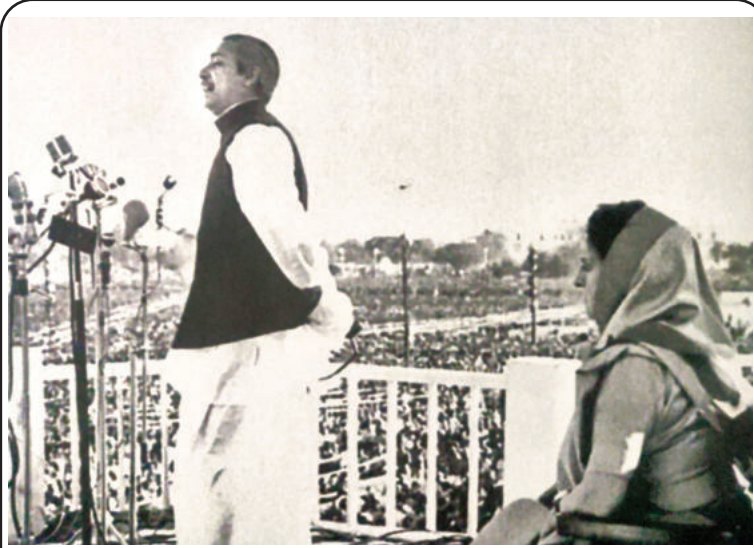


Wellbeing

Class Eight



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



১৯৭২ সালের ৬ই ফেব্রুয়ারি কলকাতায় গড়ের মাঠের বিশাল জনসমুদ্রে ভাষণ দিচ্ছেন বঙ্গবন্ধু শেখ মুজিবুর রহমান। পাশে ভারতের প্রধানমন্ত্রী ইন্দিরা গান্ধী।



১৯৭২ সালের ১৭ই মার্চ ভারতের প্রধানমন্ত্রী ইন্দিরা গান্ধী বাংলাদেশ সফর করেন। বিমানবন্দরে উষ্ণ অভ্যর্থনা জানাচ্ছেন প্রধানমন্ত্রী বঙ্গবন্ধু শেখ মুজিবুর রহমান।

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

Wellbeing

Class Eight

(Experimental Version)

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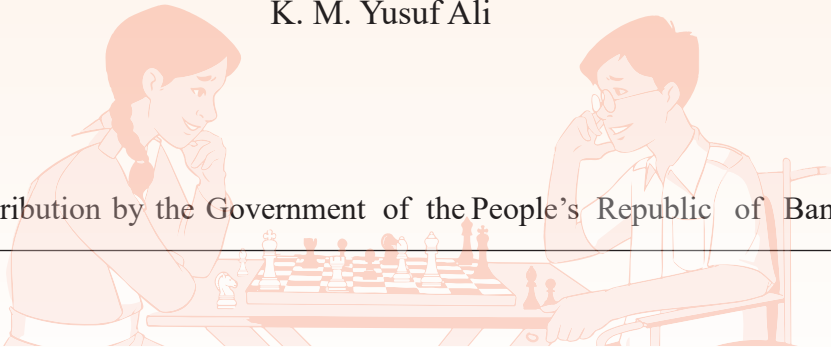
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Preface

In this ever-changing world, the concept of life and livelihood is changing every moment. This process of change has been accelerated due to the advancement of technology. There is no alternative to adapting to this fast changing world as technology is changing rapidly ever than before. In the era of fourth industrial revolution, the advancement of artificial intelligence has brought about drastic changes in our employment and lifestyles that will make the relationship among people more and more intimate. Various 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 coming future.

Although a huge economic development has taken place throughout the world, problems like climate change, air pollution, migrations and ethnic violence have become much more intense nowadays. The breakouts of pandemics like COVID 19 have crippled the normal lifestyle and economic growth of the world. Thus, different challenges as well as opportunities, have been added to our daily life.

Standing amid the array of challenges and potentials, sustainable and effective solutions are required to transform our large population into a resource. It entails global citizens with knowledge, skill, values, vision, positive attitude, sensitivity, adaptability, humanism 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 most crucial instruments to attain the goals. Hence, there is no alternative to the transformation of our education system. This transformation calls for developing an effective and updated curriculum.

Developing and updating the curriculum is a routine and important activity of National Curriculum and Textbook Board. The curriculum was last revised in 2012. Since then, more than a decade has elapsed. Therefore, there was a need for curriculum revision and development. With this view, various research and technical studies were conducted under NCTB from 2017 to 2019 to analyze the current state of education and identify the learning needs. Based on the researches and technical studies, a competency-based and seamless curriculum from K–12 has been developed to create a competent generation capable of surviving in the new world situation.

Under the framework of this competency based curriculum, the textbooks have been prepared for all streams (General, Madrasah and Vocational) of learners for Class Eight. The authentic experience-driven contents of this textbook were developed with a view to making learning comprehensible and enjoyable. This will connect the textbooks with various life related phenomenon and events that are constantly taking place around us. It is expected that, through this, learning will be much more insightful and lifelong.

In developing the textbooks, due importance has been given to all – irrespective of gender, ethnicity, religion and caste while the needs of the disadvantaged and special children are taken into special considerations.

I would like to thank all who have put their best efforts in writing, editing, revising, illustrating and publishing the textbook.

If any errors or inconsistencies in this experimental version are found or if there is any suggestions for further improvement of this textbook, you are requested to let us know.

Professor Md. Farhadul Islam
Chairman

National Curriculum and Textbook Board, Bangladesh

A few words about wellbeing and this book

Dear Learners,

We hope everyone is well and healthy. Congratulations to all of you for successfully finishing class VII and moving to class VIII.

We have already learned that the topic ‘Wellbeing’ has helped us create a scope to stay healthy through achieving the skills for a quality life. This time, we will get the opportunity to explore through various activities how our physical, mental, and social health affect our overall wellbeing. Various learning experiences have been added in this book to make opportunities for creating awareness towards care and maintenance of our body, mind and relationships to develop ourselves as a healthy, mature and kind individuals. Moreover, scope is there to observe and analyse our emotions, thoughts and opinions through various creative activities. At the same time, focus is given to learn how to keep ourselves and others safe and healthy.

This book is engaging, easy to understand, and filled with vital information. We will learn by applying our various daily life experiences. We will gather information on our own through paintings, comics, discussions, presentations, interviews, acting, seminars, press-conference etc. Besides this, we will also search for information from different reliable sources. In this way, using experience, acquired knowledge and perception, we will know various aspects of good health.

The book has been written as if it is talking to us. As we read, we will know where and what we have to do. We do these activities in the book itself. We will complete the book by doing the prescribed task where it is asked to do. We will do only those activities in the notebook which are asked to.

We will plan and practice on our own the things we learn to apply in our own lives. This is why, we will create our diary our way. We will write in this diary the practices we do throughout the year according to our plans. We can also write in this diary our daily feelings, any new perceptions, and some notable experiences.

This book will provide us with valuable information about staying healthy and well. At the same time, applying our knowledge and experience will help us stay safe by maintaining our bodies, minds and relationships, and managing potential risks. So, this book is a useful resource for all of us. We hope we all enjoy reading it.

Best wishes and lots of love to all.

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My Health My Protection

We all know that ‘**Health is Wealth**’, don't we? Can we live well without good health? Sometimes it seems that nothing goes well. We do not feel good at anything if our physical and mental health is not well. We do not like to speak to anyone and do not have patience to listen to others. With the help of the subject 'Wellbeing', we have learned exactly how we can live better under these situations. We are becoming more competent by acquiring newer experiences in every classes.



Many people from our nation have made our country proud globally. Bangladeshi citizens, M.A. Muhith and Nishat Majumdar successfully conquered the Mount Everest. The microbiologist Senjuti Saha has decoded the genome sequence of Corona Virus in Bangladesh. The whole world knows about Mashrafe, Shakib, Jahanara, and Salma, the

prominent cricketers of our country. Krishna, Sabina, and Sanjida's team has introduced Bangladesh to the world by winning SAAF Women's Football Championship trophy. Many of us want to be like them, don't we? They tried very hard and gave effort for such accomplishments. There are many around us whose work everyone praises and loves. Many respect them and want to be like them. What if we know how they keep their health good? In such case, we can improve ourselves by knowing their ways of life, can't we? Yes, that is exactly what we will do.

We will think of someone we like, follow and, want to be like him in our dream. He can be a sports person, teacher, singer, fisherman, potter, benevolent, social worker or anyone. The person can be nationally or internationally, or even locally known. The individual could be a female or a male, or anyone from a third gender. We will monitor or collect information about the work this person does to maintain good health and wellbeing. We will apply all these in our life, so that we can be like the person we want to be in our dream. We will take responsibility for fulfilling our own vision. Can you imagine that we are going to surely become a personality of our dream?



Therefore, we will find our person of our choice whom we follow and would love to become like them. We will try to get some information about them regarding what he does, knows about his habits or tasks that keep them well. Then, we will write in the first column of the table titled 'The task of my favourite person for maintaining good health ' and exchange views with our classmates on how those habits or behaviours influence their good health.

The task of my favourite person for maintaining good health

Tasks of my favourite person	Impact of this task

Along with these, we, after monitoring, will write down the activities that we usually do in our everyday life in order to become aware about ourselves.

My Daily Routine

		Had been Good/Bad	Reasons for Being Good/Bad
1 st Day	Morning		
	Noon		
	Evening		
	Night		

2 nd Day	Morning		
	Noon		
	Evening		
	Night		

We have discussed and reviewed with our classmates the situations of being good everyday. At the same time, we have shared our experiences about the problems that do not allow us to stay well, and also about the the situations related to those facts. Then, what did we find from our personal experiences? Our well being disrupts when anyone among the body, mind, and the interpersonal relationship is not okay. I have communicated with one of my favourite person and written information after observing his daily routine. Then, after group discussion, we have discussed and presented the influence of practicing wellbeing and its causes.

After analysing the tasks of our own and our favorite person, we write our reactions in the following table titled '**Supportive work and habits to stay well.**'

Supportive work and habits to stay well

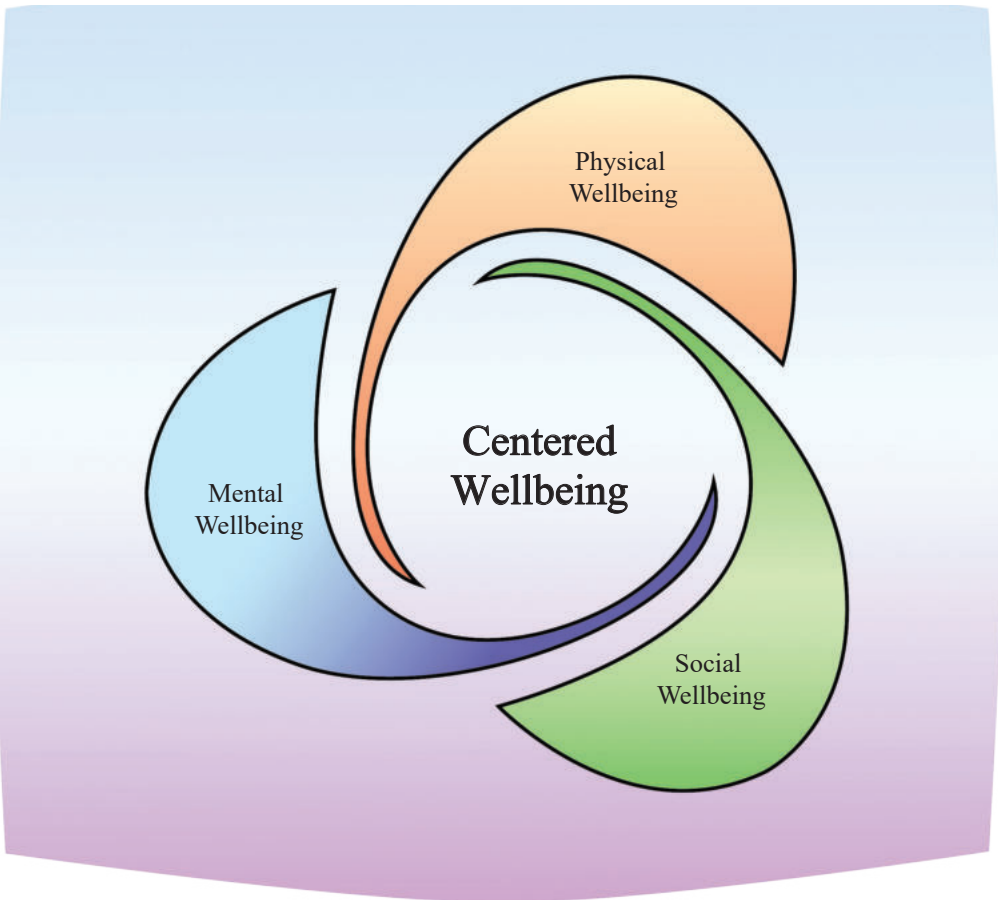
As advised by the teacher, we add in the image ‘Wellbeing’, the activities we have written in the table titled “Supportive work and habits to stay well.”

It creates a negative impact if we are not physically well. In addition, unwillingness results out of the negativity towards self-care or loving others or showing sympathy or taking responsibilities. If we are not physically and mentally well, we do not feel like taking food, we lose interest to go out in the playground or have fun or chatting with others. Moreover, in many occasions, not only we become sad, but our physical and mental health also get worse due to misunderstanding or confusion with parents, family members or friends or classmates.



We have added to the ‘Wellbeing’ poster, the supportive habits and activities in order to stay well altogether. We are now clear about how our daily work plays an important role in the area of body, mind and social relationship. So, we can understand from here about where to work to keep us well, aren't we?

Now, let us add in the figure the activities that we have written earlier in the table, titled ‘ My Daily Routine’. Then, write by matching with the following figure, the more daily practices that we want to do to stay well.

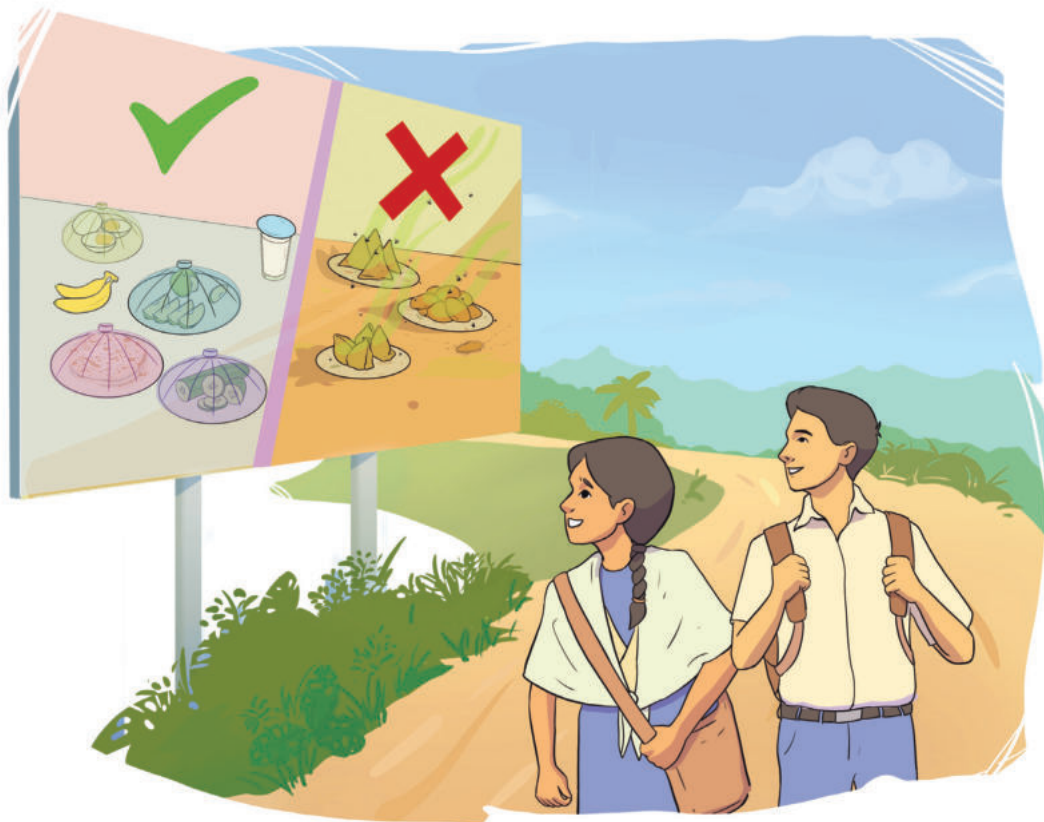


We are fully well when we are okay with our body, mind and mutual relations. In English, it is called Well-being. We must remember that according to the World Health Organization (WHO), health is ‘a complete state of physical, mental and social well-being and not merely the absence of disease or weaknesses.’ Many think that we possess good health if we are not physically ill. This is not right at all. We are healthy only when we can take care of our body, mind, and social life altogether.

Through various activities of subsequent experience , we are going to learn to stay well throughout the year and remain healthy by practising those.

Safe Food Safe Life

Food has a significant role in our physical and mental development. Do all types of foods help in the same way? No, it is not. Safe and balanced food benefits physical and mental development. We have learned by now, how our planned habit of safe and balanced diet helps us build healthy life. In addition, we also know about what kind of negative impact and diseases result in our body and mind due to lack of those

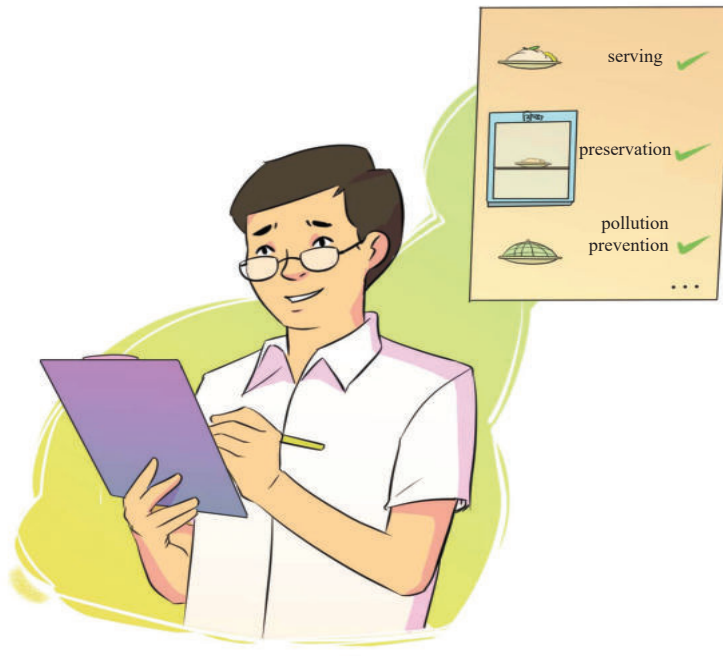


A government institution known as the ‘Bangladesh Food Safety Authority’, has been involved in our country to ensure the safe food for the citizens of Bangladesh. This organization takes the lead in preventing food adulteration and contamination to keep food safe. From this learning experience, we all will lead in keeping our food safe. In this case, we all will play the role of captains for our own families.

For that, we will identify risks against safe and clean food through observation of various programme our daily food habits, preparation and the nature of preservation. We all will learn the hygienic way of processing, serving and preserving the food. We will also know about our responsibilities to prevent food adulteration and contamination. Then, we will take steps to have a healthy life by dealing against the risks related to unhealthy food. Thus, by bringing the necessary changes in our regular lifestyle, we will practice and involve ourselves in a healthy, clean, safe and cheerful life.

Let us then begin our journey as a captain of the family.

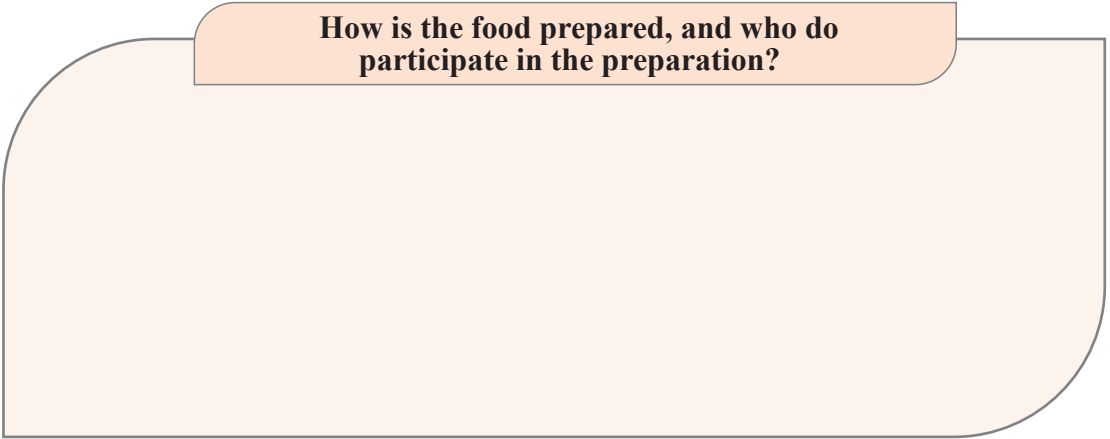
As captains, in the beginning, we have collected information by observing what measures are taken in our family in terms of preparation, serving, preservation, wastage of food and prevention against contamination of food. I have also written from the collected information as to how my other members of my family and I have participated in these areas. Now, I will discuss with my classmates about our gathered information.



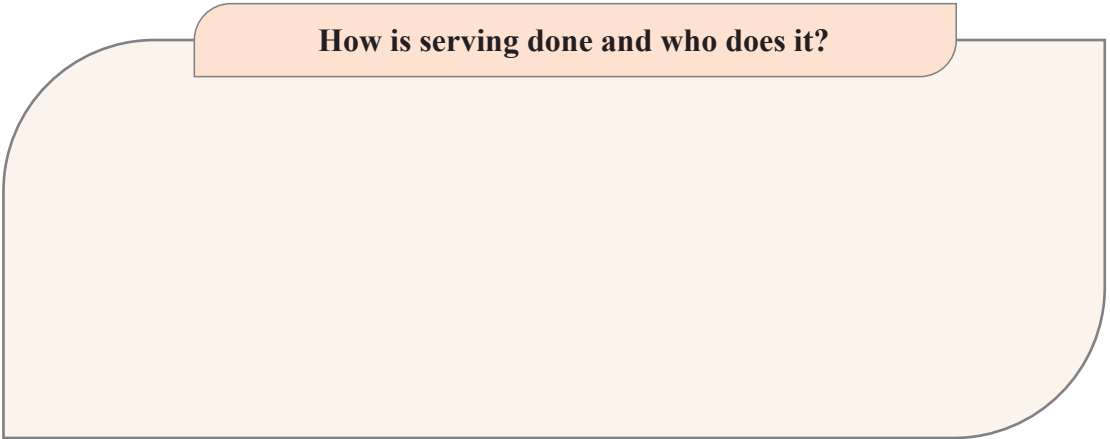
Then, let us fill in the table 'My Observation' by discussing the topics we have observed.

My Observations

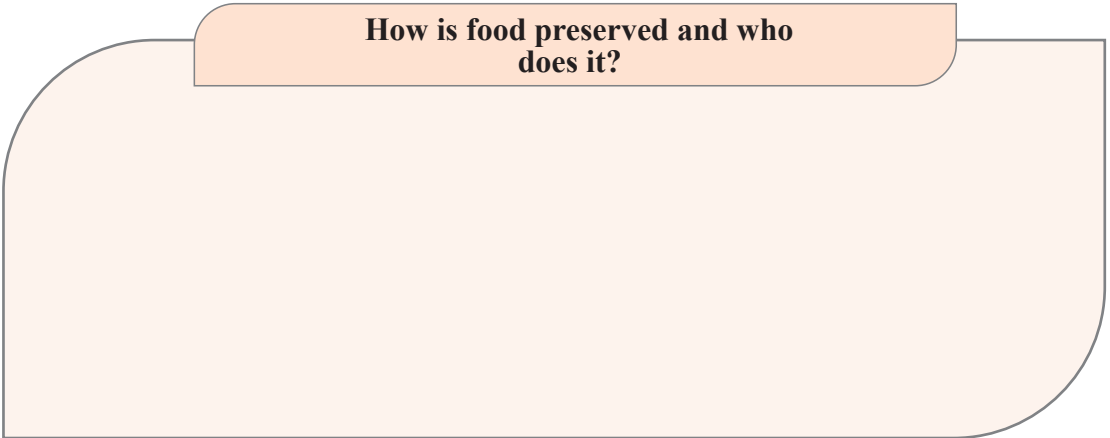
How is the food prepared, and who do participate in the preparation?



How is serving done and who does it?



How is food preserved and who does it?



What is done to maintain the nutritional value of food?

What do you do with the left-over food?

What role do I play in preparing and preserving food?

In groups, we have discussed how the activities of the table 'My Observations' influence keeping food safe. Then, through a lottery, each group has presented one subject and provided feedback.

Now, let us write our comments in the following table ‘Our Tasks and Their Impact on Keeping Food Safe.’

Our Tasks and Their Impact on Keeping Food Safe

	Our work	The impact of this task on keeping food safe
Production and processing		
Preparation		
Serving		
Food preservation		

Even if the food is full of nutrients, it is no longer remained safe if the process of preparation, serving and preservation of food is not appropriate. For a good health, it is essential to have nutritious food along with the safe food. Otherwise, the food that helps us live can be the main cause of our diseases. Food becomes unsafe due to contamination. For having an unsafe food, diarrhoea, vomiting, stomach-ache, or allergy may occur as a short-term impact and as a long-term impact, heart diseases, diabetes, kidney-related complications, and even cancer may result.

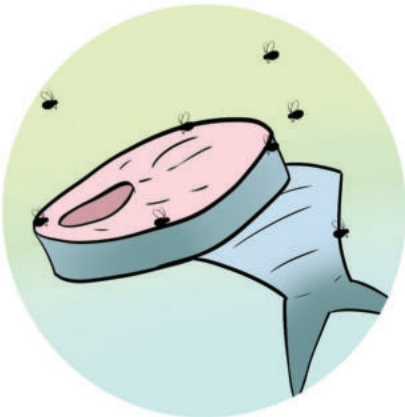
The Reasons that Turn Food Unsafe



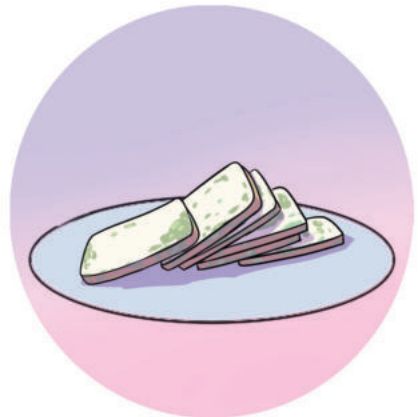
Odorous Food



Germ Food



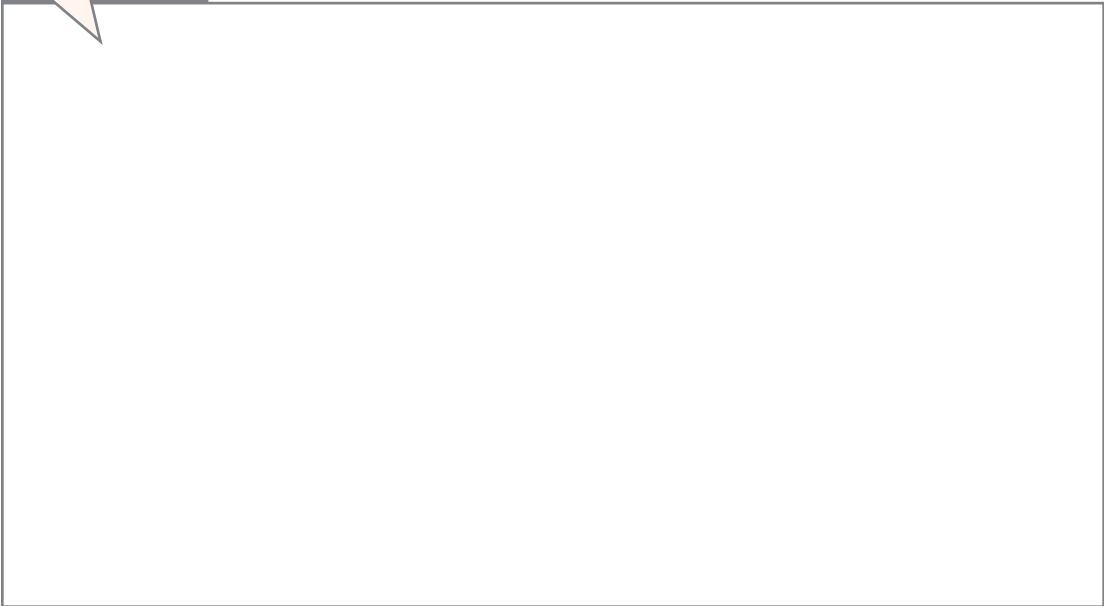
Open and Unhygienic food



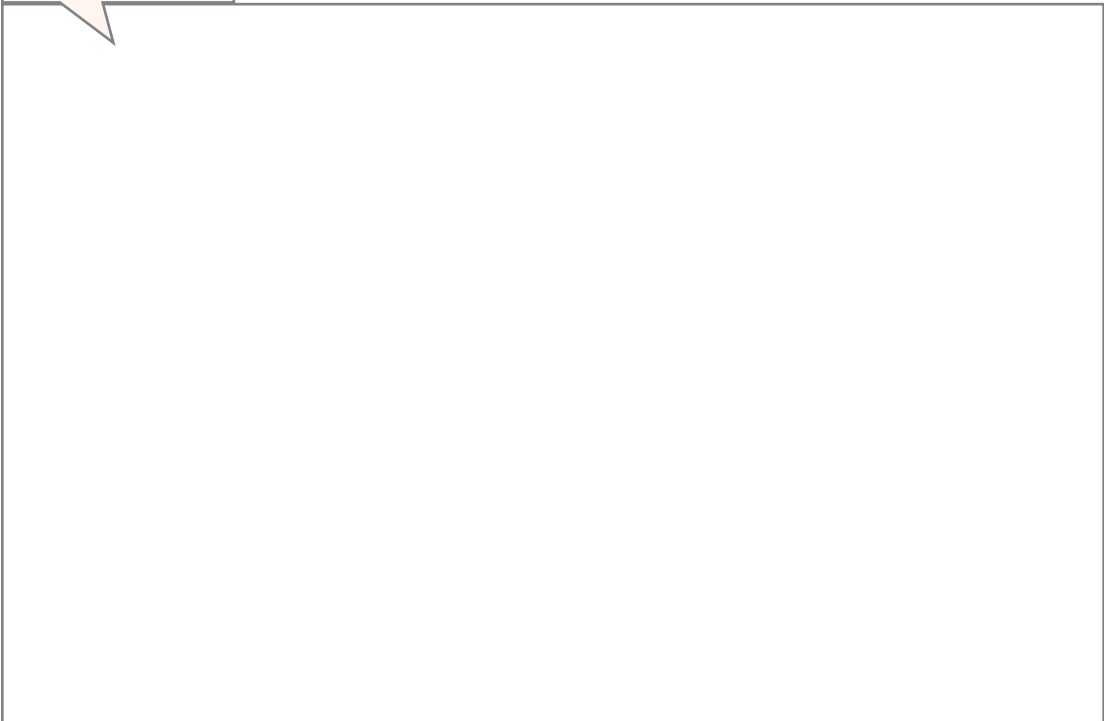
Fungal Food

We have found out as to why food is unsafe by analyzing our own experiences and using various sources of information. Now, it is the time to determine our responsibilities to keep our food safe. We will work again in the previous groups, and according to the nature of the food, we will try to find a way to keep it safe.

Production



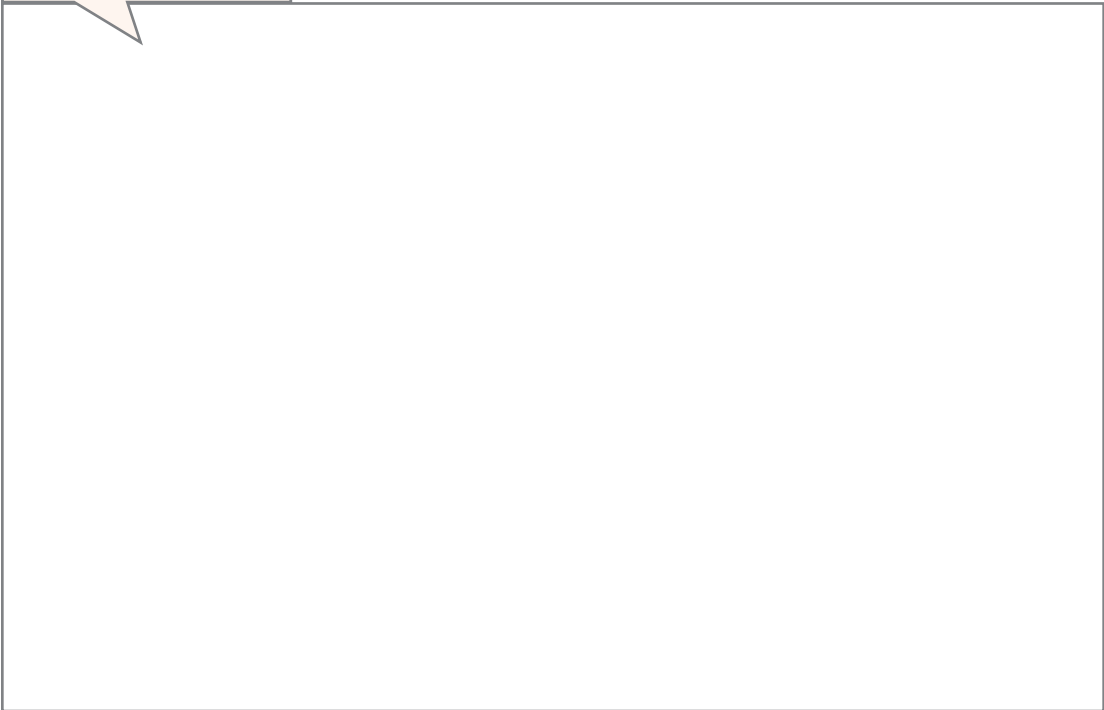
Preparation



Serving



Preservation



Active participation of all is essential to ensure the food safety. We often see one/two members of a family performing these duties. The other members participate rarely. In our social setting, we can see that the women usually take part more on cooking, such as; cutting and cleaning vegetables, fish and meat, and men mostly take care of shopping. So, this puts extra pressure on some members. As a result, keeping food safe, in majority of cases, becomes difficult. For this, everyone's participation in keeping food safe would play a key role in bringing quality changes in ensuring the good health in the family.

The reasons for food wastage are the loss of the quality standard of the food or food loss, and consuming more than actually required or food wasting. At the beginning of our experience, we have collected information about our own family and reviewed findings related to the quality standards of the food, and the usage of surplus food during preparation and preservation of them.



Now, we will collect information by interviewing any two individuals from the manager of a restaurant/hotel/community centre or cook or our neighbour. We will learn what they do to maintain the quality of the food before preparing, during cooking and serving, and how they utilize the surplus food.

Table for Collecting Information on Maintaining the Quality of the Food Item and Utilization of the Surplus Food

Information Provider	Things you do or feel like doing to keep the quality of the food item	The way you utilize or think you would utilize the surplus food
	<p>You usually do:</p> <p>You know what to do but do not do:</p>	<p>You usually do:</p> <p>You know what to do but do not do:</p>
	<p>You usually do:</p> <p>You know what to do but do not do:</p>	<p>You usually do:</p> <p>You know what to do but do not do:</p>

Wasted and rotten food create methane gas that gradually increases the temperature of the earth. If we can stop wasting food, the spread of methane gas will be reduced, which may help us maintain the balance of the environment. Now we write in the following table 'Ways to Stop Wasting Food' about how we can stop wasting food:

Way to Stop Wasting Food

Our sincere effort may help a great deal to stop food wastage; in return, we can also save money and prevent environmental pollution.

It is important to maintain all its nutritious value while developing the habit of taking safe food. We are often deprived of complete nutritious value of the food for not cooking or preserving food in a healthy way. But, if we become a little conscious, we can eat any food item with full nutritious value.

Here are a few ways to cook and eat healthy food:

- A. Eat red or unhusked rice: The major portion of a food component, such as, proteins, vitamins and minerals on the white and upper surface of rice wash away if the rice is husked repeatedly.**
- B. Cooked or cooking rice without starch : When rice is cooked with the starch removed, the water-soluble nutrients are lost along with the starch. With the absorption method, all the nutrients will remain in the rice.**
- C. Wash First and Then Cut the Vegetables: If we cut the vegetables first and then cook, the essential minerals of food are destroyed; as a result, nutrition value in the food reduces.**
- D. Cooking with boiling properly the Fish and the Vegetables at an Appropriate Temperature: It destroys germs and keeps the nutritional value intact.**

Now, together we are going to prepare some slogans in group for safe food. A few slogans related to this are given below.



Slogans Used by ‘Bangladesh Food Safety Authority’

- To get a healthy nation, there is no alternative to nutritious food
- Let us go hand in hand and ensure safe food.

A Few Slogans about Safe Food:

- Ensure safe food and develop a healthy life.
- Adulteration-free food is our right for all
- Wastage of food will be stopped if food is shared.

Based on the above slogans, we will prepare a few more and will add to them. Then, by circulating those slogans, we will develop an awareness about safe food with our families and neighbours, and encourage them to ensure safe food.

Slogans We Prepared for Safe Food	
➤	
➤	
➤	
➤	
➤	
➤	
➤	
➤	
➤	

Through different activities of this experience, we have learned about how to keep our food safe and what to do in this regard. We have also learned about how to maintain food quality and its nutritious value. We have also gathered knowledge about the causes of wasting food and the process to stop such wastages. Now it is time for my planning. To keep the food safe, I will make a plan with information related to what will be my role as a captain of my family and what steps I will take to build awareness among family members and society regarding this. Let us write our plans in the table 'My Participation in Keeping Food Safe in the Family and My Plans to Build Awareness':

My Participation in Keeping Food Safe in the Family and also My Plan to Build Awareness

My steps to participate and develop awareness in family	Our steps to develop social awareness

My Progress, My Achievement

My guardian and teacher will fill in the table of next page. I will also do the filling up. By doing this, I will know about my progress and find out scope where I will do better. Based on my group work experience, I will write at my relevant part by getting the opinion of my friends about my participation. My guardian will write comments on a register by observing my completed task. The teacher will acknowledge me by reviewing all my activities. The teacher will tell me the ways of what good I have done and how I can do better.

Evaluation Table 1: My Participation and Performed Tasks in the Textbook

	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Spontaneous initiative				
Respectful behaviour				
Cooperative attitude				
Quality of work carried out in textbooks				

Evaluation Table 2: Evaluating the Acquired Skills Gained through Practicing the Techniques of Keeping the Food Safe and Preventing the Wastage of the Food.

<p>Name of the student:</p>	<p>The appropriateness of personal planning related to practicing strategies for preventing food contamination and its wastages</p>	<p>Writing the tasks related to completed work based on the planning in the textbook and script/ diary/journal</p>	<p>The true reflection of the ideas related to prevention of food contamination and wastages written in the textbook, and diary/script/ journal</p>
<p>Descriptive feedback</p>			

Physical Fitness

We usually play and do exercises to keep us well and physically fit. Not only sports and physical exercise keep our body healthy, but also give us a sound mind. But, do we know how we stay well through sports and physical activities? In reality, to stay well and for good health, we need physical fitness. And, we can achieve this physical fitness through sports and doing physical exercises. We do one or two exercises everyday and also learn other ways to stay well. In class six and class seven, we have learned about a few sports and exercises to keep our mind and body well. We will also learn about a few more sports and physical exercises in this class. Then, we will work to keep ourselves healthy by doing these regularly throughout the year maintaining our physical fitness. Moreover, we will establish a wellbeing club and motivate others through its programme.



Let us begin our journey of keeping ourselves physically fit through sports and physical exercise.

In our session today, we took time to do quite a few physical exercises. Upon discussion among us after the exercise, we understood that some of us did several exercises quite well while others faced problems in almost all. A few among us, however, was telling during exercise that they were not habituated and thus faced problems. Others said they were having trouble holding their breath, not getting energy. Also, some were saying that they were having trouble moving their arms and legs as required. Do we know why it happens? What we need to do those exercises? Or, what are the necessities of doing such exercises?

We will find out the answers to those questions by doing different activities from our experience. So, let us all try to find out what are the causes of those experiences and what will be the impact, and write down in the table ‘Our Observations’ below:

Our observations



Because

--



Effect

We have discussed all the opinions that we have received from our group meeting. Meanwhile, we have also marked the impacts that are negative. We have understood that an active coordination is needed among holding breath, physical strength, speed, flexibility of various body joints, brain and muscles in order to continue sports and exercises for a longer period.



If we are physically fit, we can do our daily work properly .with ease and get less stressed. As this physical fitness or ability varies from person to person, different types of fitness are also required based on the nature of sports.

We have already got our observations. Now we will hear from a person who is expert in sports regarding his secret of staying fit! For this, we will invite a famous player or teacher or any guardian in our session who plays or used to play or do physical exercise. Before inviting them, we will prepare a set of questions to seek answers from him. By using the set of questions, we will collect information about fitness from two persons from our school, family or neighbourhood who are healthy, strong and health conscious.

A Set of Questions for Collecting Fitness-Related Information



We all have collected information using our own set of questions. We have invited a special personality. He has also shared his experiences and answered our questions. We have written all the essential information. Now, we will present those information after analysis.

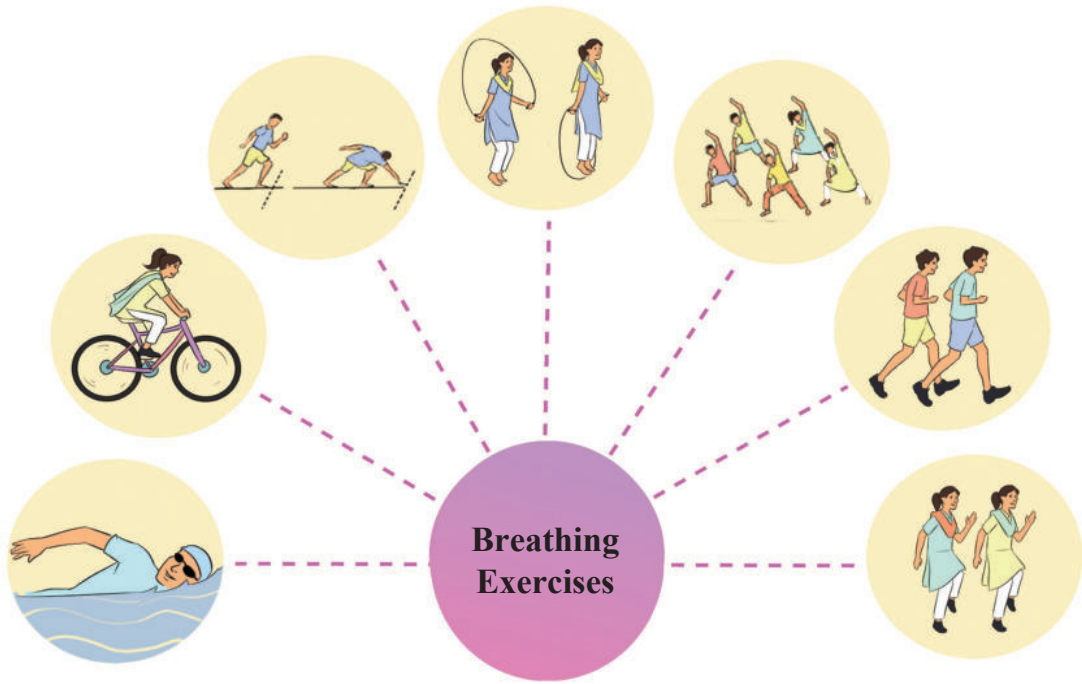
From our group discussion and presentation, we have come to know what rules we must follow to maintain physical fitness. We are going to write in brief the things we know from our group discussion and presentation to maintain our physical fitness under the images of sports items given in the box below:

Things I have Learned to Achieve Physical Fitness

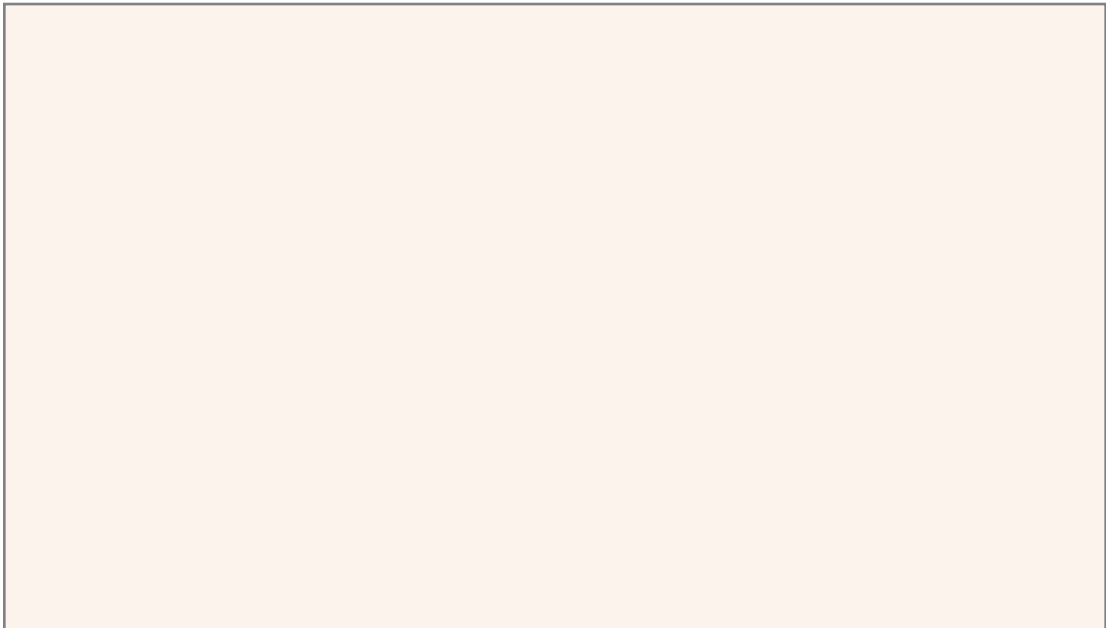


Let us now know more about some techniques of physical fitness and its benefits.

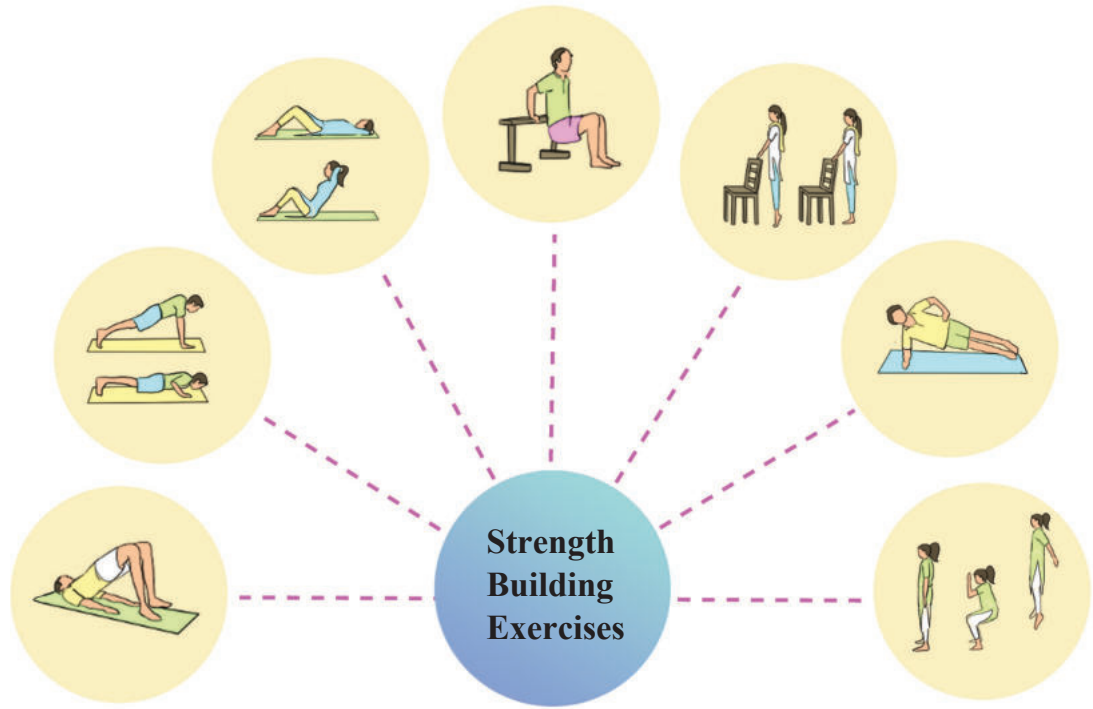
Breathing Exercises:



Benefits:



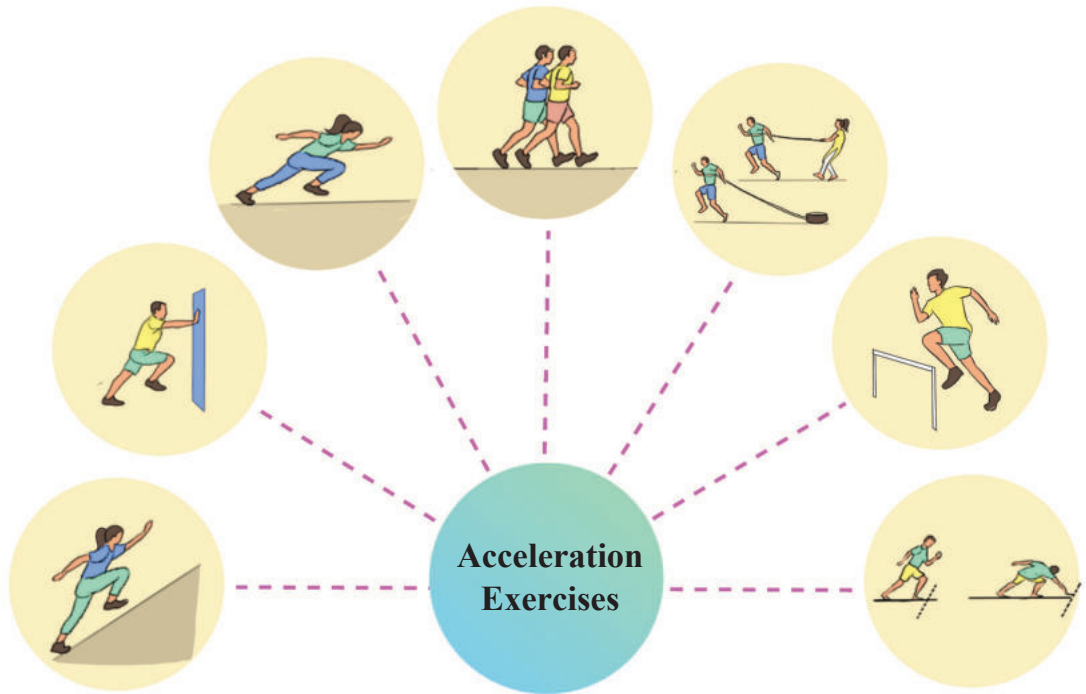
Strength Building Exercises:



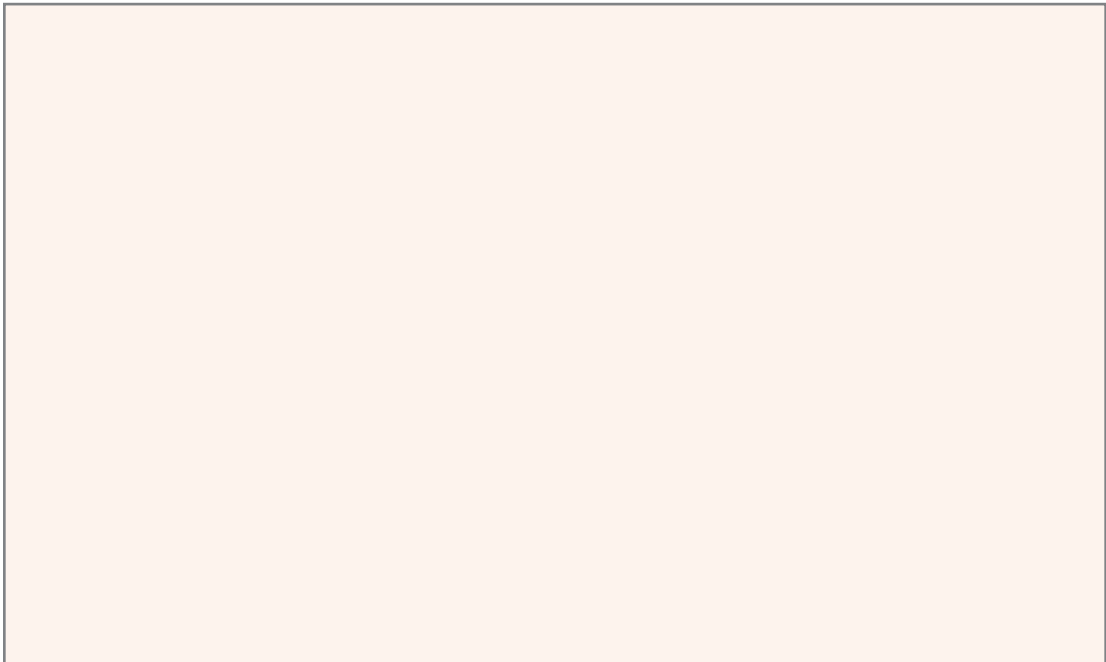
Benefits

A large, empty rectangular box with a light beige background, intended for writing the benefits of strength building exercises.

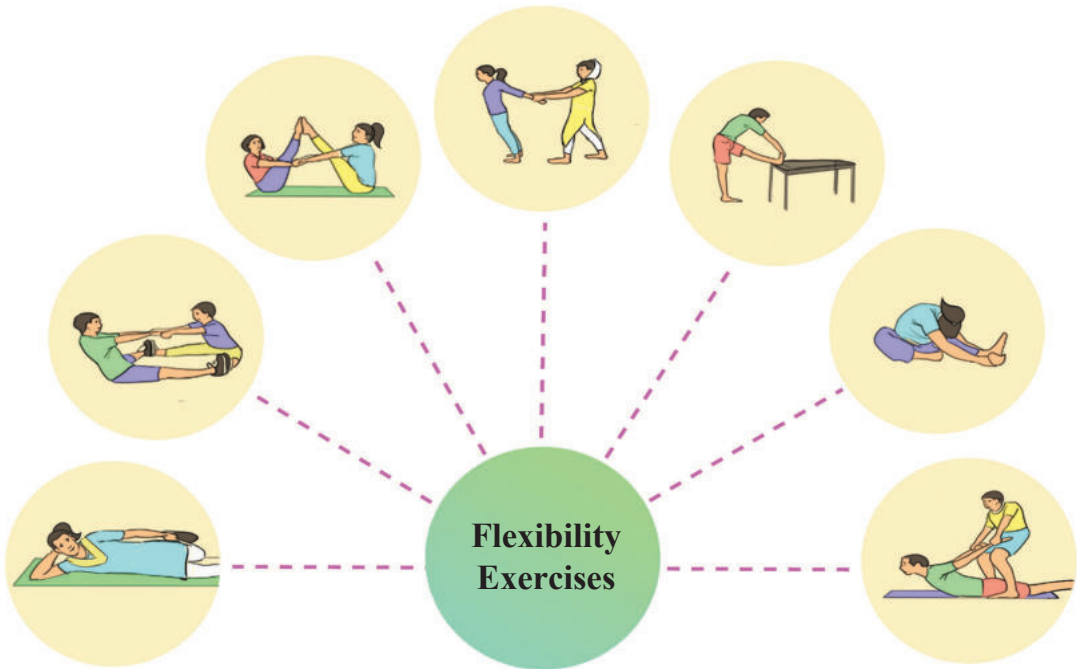
Acceleration Exercises:



Benefits :



Flexibility Exercises:



Benefits:

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Coordination:

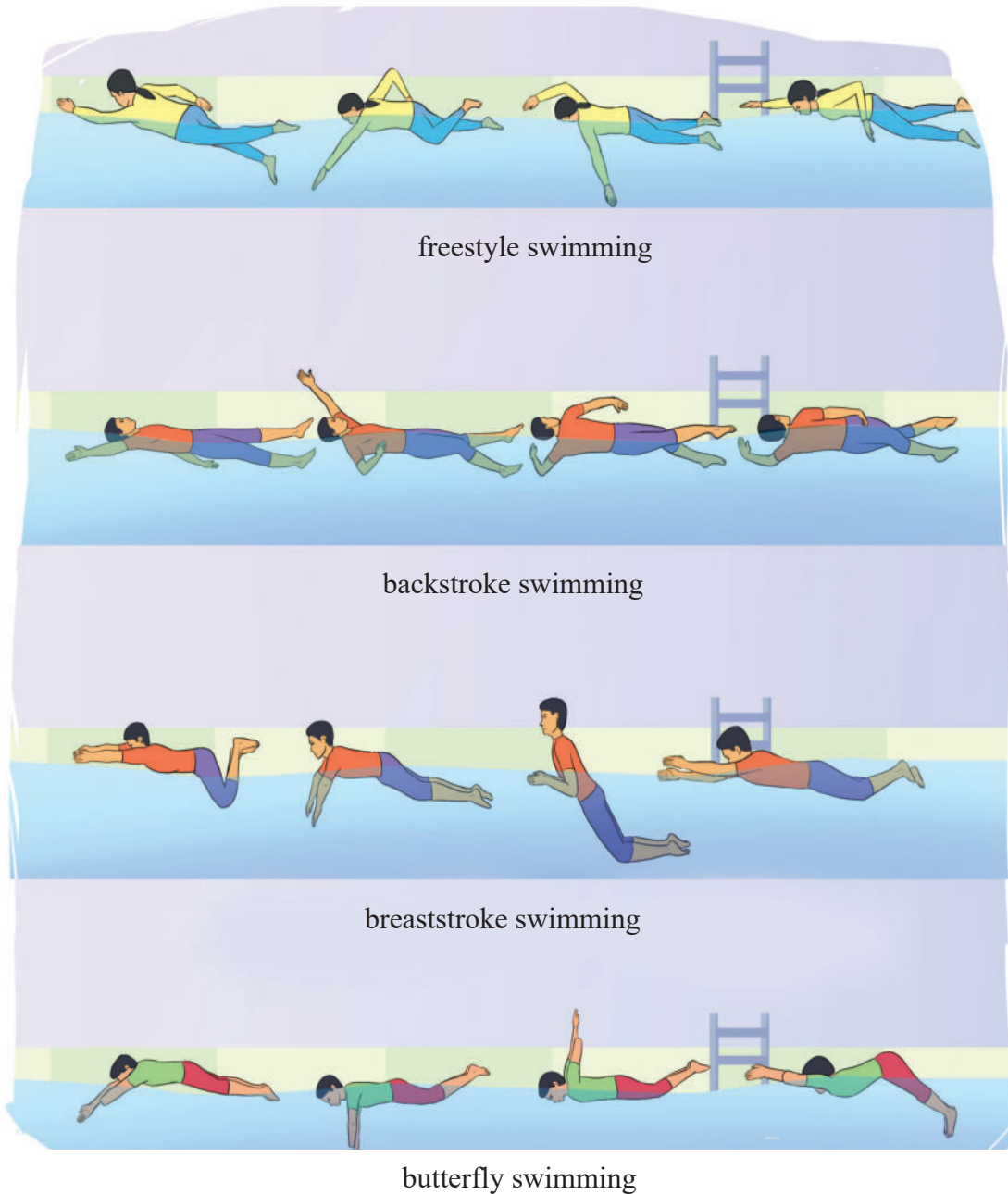


Benefits :

A large, empty rectangular box with a light beige background, intended for students to write the benefits of the activity.

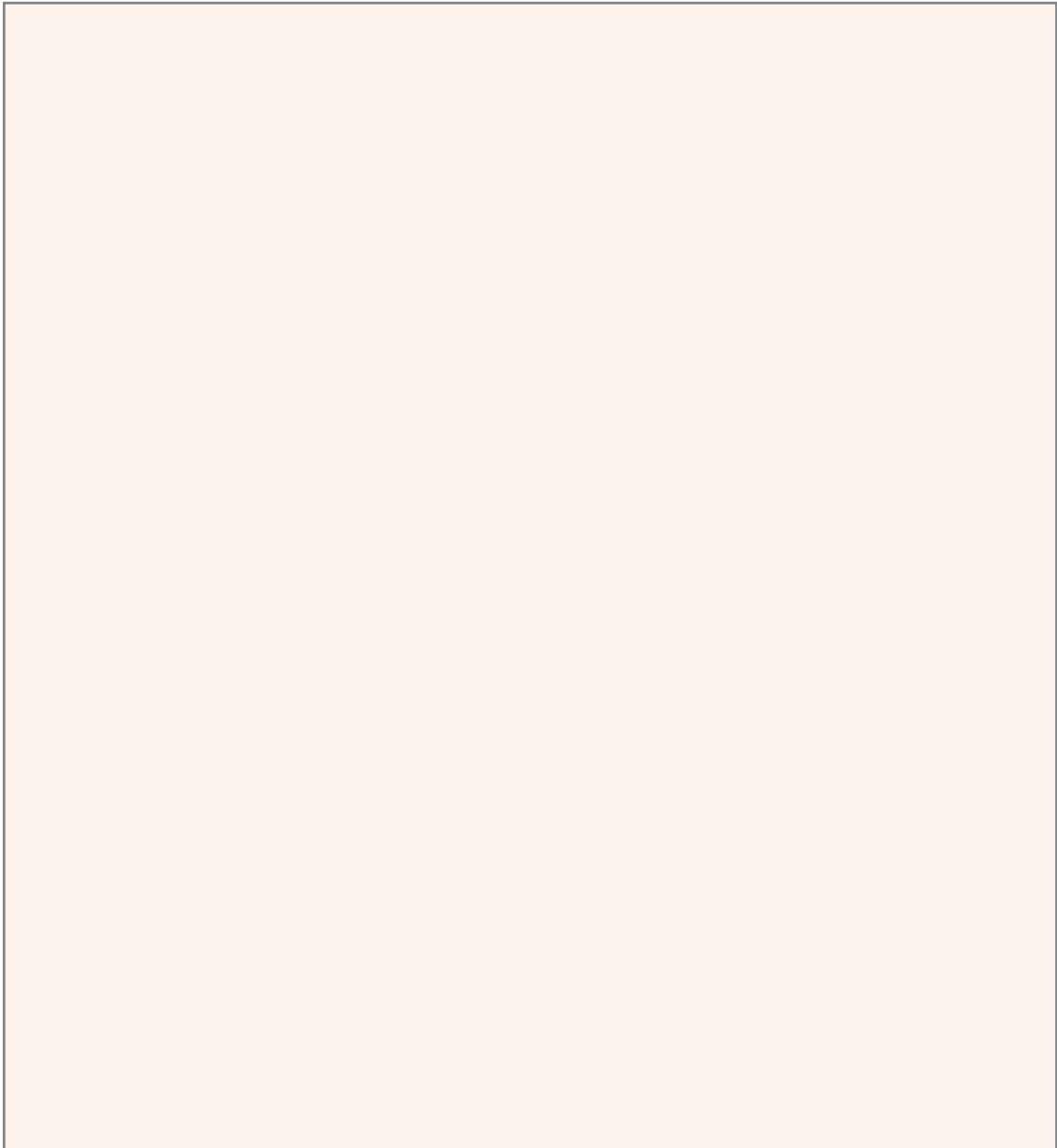
Swimming:

It is believed that swimming is the best exercise of all. There are many types of swimming but among them freestyle swimming, backstroke swimming, breaststroke swimming, butterfly swimming are notable. .

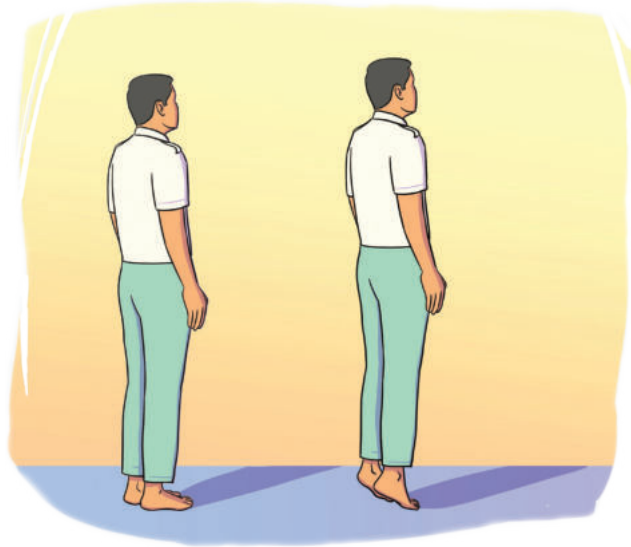


Preparation is required before starting swimming. Light jogging or doing freehand exercise standing reduces the risk of muscle strain in the water. Swimming without removing the muscle stiffness may cause a tension on the shoulder or the leg. We have to wear lighter dress for swimming. To learn swimming for the first time, we can take the help of someone who knows how to swim. Besides this, we can use tyre tubes of a motorcar, banana plants, dry coconuts or floating wood, or bamboo to learn to swim.

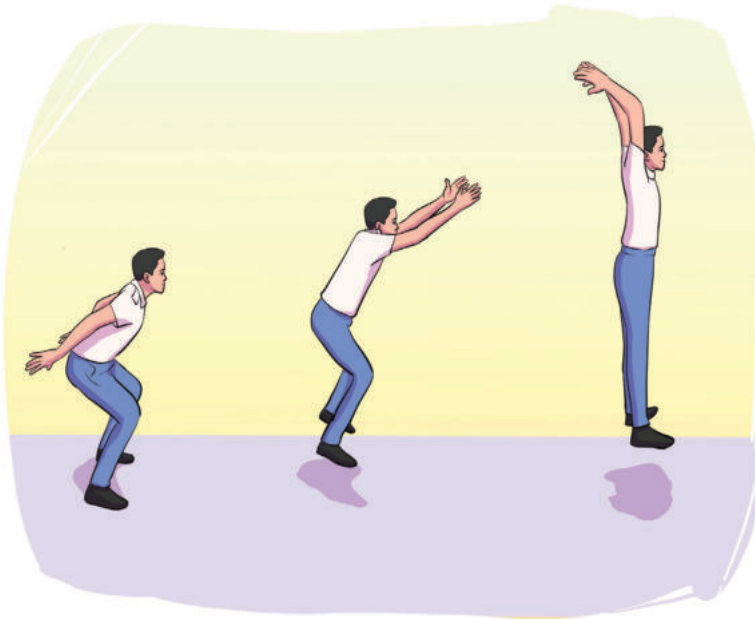
Benefits :



Some interesting exercises



1. Heel Raise



2. Half Squat Jumps



3. Bunny Hops

Benefits :

Yoga

Mind and body are connected through yoga exercises. Through this, the mind is fixed in various positions for some time. It reduces restlessness of mind and body. This is very useful for fitness. We will learn the techniques of these exercises by practicing with the teacher.



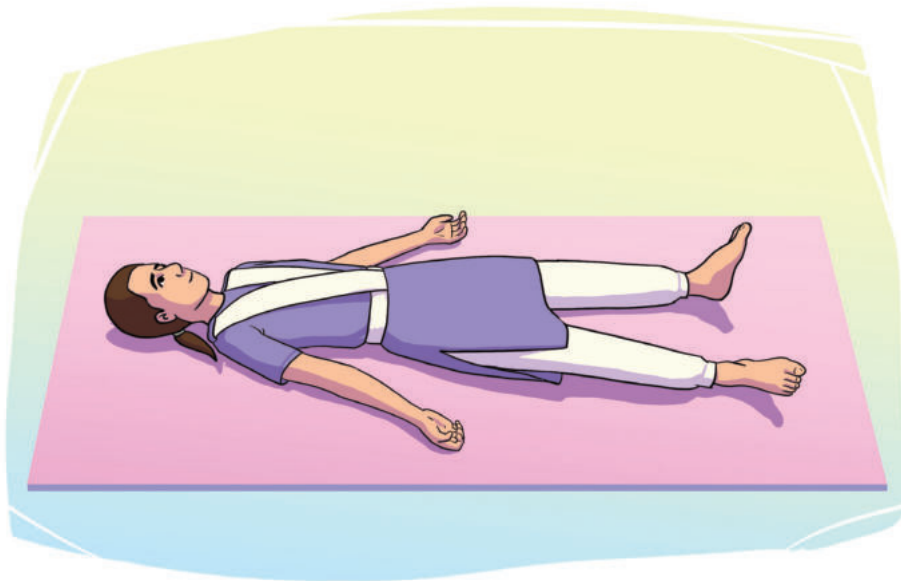
1. Easy Sitting Pose (Sukhasan)



2. Balanced Position (Samasan)



3. The Gracious Pose (Bhadrasana)



4. Corpse Pose (Shavasana)



5. Thunderbolt Pose (Bajrasan)



6. Tree pose (Brikhasan)

We have got ideas about different techniques of physical fitness. We have also learned a few ways about what to do to take preventive and remedial measures against injuries or accidents that may occur while practicing these exercises. We have learned in class seven about what are the responsibilities to provide first aid in case of injuries or

accidents. We can apply these experiences here as well. We have learned about the importance of swimming in class eight. Even if you go to practice swimming, accidents like drowning and snake bite can happen. Again, while walking on the dark, we can be bitten by snakes. So it is important to know what first aid should we take in case of drowning and snakebite, right?

For this, we will learn at the beginning, what our families and known individuals do or what is needed to do if these kinds of accidents happen.

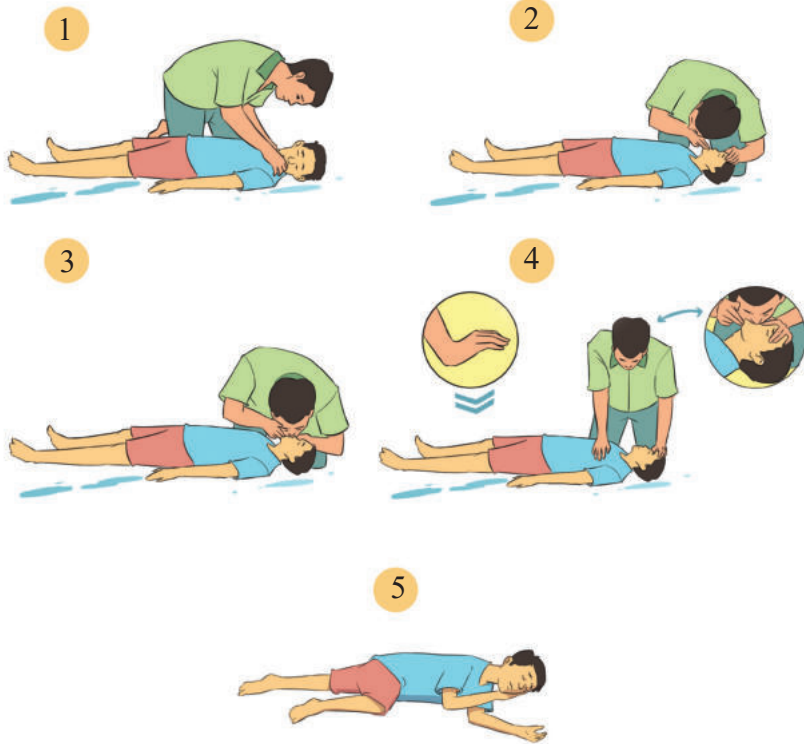
Things done for drowning

Things to do for snake bite

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We have collected information regarding what to do in case of drowning and snake bite. We have presented after analyzing the positive and the negative effects of these tasks from the collected information. The teacher has also given some important information on the things to do while providing first aid for drowning and snake bites. Now it is our turn to make our own decisions. Now, write your tasks in the relevant table on the next page.

What to do if someone drowns in water



A large empty rectangular box for writing notes or instructions.

What to do if someone is bitten by a snake



A large empty rectangular box for writing or drawing, intended for the user to provide a response to the question above.

We remember for sure that we have prepared a resource book for first aid in class seven. Together with the help of the teacher, we will record in the same way the things we need to do for providing first aid for drowning and snake bite.

From this experience, we have learned about the physical fitness, the various techniques to achieve and their benefits. Along with this, we also know about do's and don'ts of first aid for drowning and snake bites. Now is the time to decide what we must do to keep us fit. We will write down the exercises in the table below that we like to do regularly to maintain our fitness.

The things I do daily to maintain my physical fitness	
sports/physical exercise	morning/ evening/night

We must remember that only regular exercise can improve our physical fitness and help us maintain it.

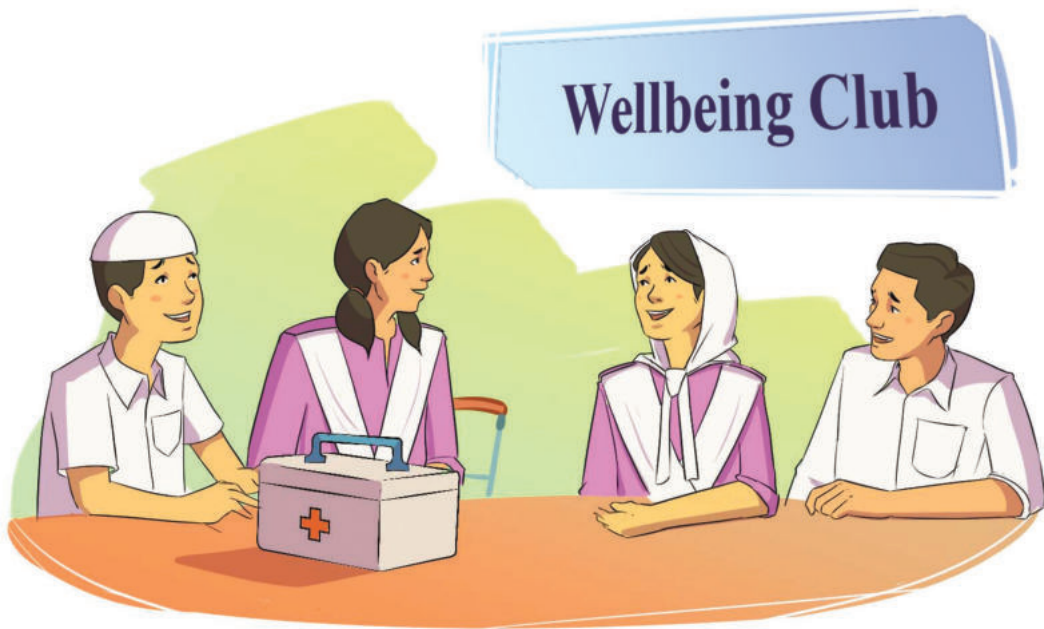
Now, we will utilize our experience to form a team with the ‘Wellbeing’ club members in order to provide first aid. What do we have to do for this? Let us find out. First, we will make a list according to the teacher’s instructions and divide it among our groups. We will keep the first-aid team ready in such a way so that we can ensure first-aid care if needed at any time.

Important tasks to form a first-aid team	
Work area	The task I will be involved with
Preparation to form a team	
Searching for training opportunities at the local level	
Receiving training	
Be ready with the necessary tools	

Forming a ‘Wellbeing Club’

We have already learned by now, the necessity of physical fitness for our physical and mental wellbeing. In class six, we formed the ‘Wellbeing Club’. For ensuring physical fitness throughout the year, we will strengthen the activities of the ‘Wellbeing Club’ with the help of teachers to carry out physical exercise, various sports, yoga, swimming etc.

We often face some injuries and accidents when we play regularly or whatever may be the reasons are. With other wellbeing tasks, this time, we will add first aid activities with injuries or accidents in connection with sports. Through the club, we will help others give first aid and encourage them to join this programme.



It is necessary to follow few rules to do our work successfully. Then, let us discuss and prepare a list together for all of us to follow.

Again, let us discuss and decide what mental skills are needed to run the club activities. With the teacher's guidelines, let us finalize and fill up the following table.

Ground Rules for the Club	Mental Skills
<ul style="list-style-type: none">● We will follow the club rules	

My Role in the Club Activities

We have learned from this experience about the relationship of sports with physical fitness. We have decided about the various activities of the club. We have also discussed about our tasks in the club and what will be our individual role. We must remember that everyone's role is very important in the smooth running of the club. Now, we will mention in the table 'My Role in the Wellbeing Club' below about how we will involve ourselves with the club activities.

My Role in the Wellbeing Club	
Activities of the club	Tasks that I want to be associated with

At the beginning of the year, while working on our first learning experience, we thought that we would plan our lifestyle or way of life. We all remember that, don't we? Apart from our sound physical health and fitness, it is very important to acquire mental skills, qualities and engage ourselves in various social activities for a healthy lifestyle. In this way, we can keep ourselves healthy, cheerful, lively, and safe and be well.

My Progress, My Achievement

My guardian and teacher will fill in the table on the next page. I will also fill in. By doing this, I will know about my progress and find out scope where I will do better. Based on my group activities I will write at the relevant part by getting the opinion of my friends about my participation. My guardian will write comments on a register by observing my completed tasks. The teacher will acknowledge me by reviewing my complete activities. The teacher will tell us what good I have done and how I can do better.



Evaluation Table 1: My Participation and Performed Tasks in the Textbook

	My Remarks	Classmate's remarks	Guardian's remarks	Teacher's
Spontaneous initiative	remarks			
Respectful behaviour				
Supportive attitude				
Quality of work carried out in textbooks				

Evaluation Table 2: Reflection on Do's and Don'ts of the First Aid Practices and Planning based on the Knowledge of Various Exercises for Physical Fitness, and Participating in the Club Activities.

Comment	Practicing different techniques for physical fitness	Planning and reflecting on of do's and don'ts in first-aid planning and practices.	Active participation in the club activities
My comment			
Guardian's comment			
Teacher's comment			

My Confidence, My Pathway

There are so many things that happen in our life. We have gained different experiences from these incidents. Some events fill our minds with joy. Do we have any fear of the events that took place in the past and from which we have gained a positive experience? No, not at all. Rather, we move forward with confidence and energy for such an incident. We even take the initiative to help others with our own experiences. In such a way, we get satisfied and motivated in our work.



In many occasions, we face some challenges as well. Do we have the similar feeling at that time? Not in the least, rather we become worried. Again, if the challenge reminds us of any similar negative past experience, then we go through a tough time. In such a situation, we wonder why this happens to me! Sometimes, it makes us sad, and sometimes it creates anger in us. We even get frightened thinking what we should do in this situation.

It is also mostly true that in some unwanted situations, we become quite upset. Sometimes we become mentally broke not understanding what to do in such a disturbing situation and sometimes take self-destructive decision. In such case, awareness, few life skills and knowledge play an important role to stay well by managing these crises. At this point, we will participate in some activities to acquire experience about how unwanted result at different situations influences our growing up and how to protect us from the negative impacts.

The teacher initially wants us to give our introduction by writing three sentences or drawing pictures. Let us complete that tasks in the table 'My Very Own Self' below.

My Very Own Self

We have discussed and presented in groups about the state of our mental stress due to unexpected events in our life and about our feelings, thoughts, desires and behaviour under these circumstances.

Let us complete the box 'Reasons How Mental stress usually Results' below from our experience we have gathered from our group work.

Reasons How Mental Stress Usually Results



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Fill in the table on the next page by remembering several situations out of our own experiences from where the mental stress has generally resulted at different time so far and the way we have responded to that situations

My Responses to Mental Stress

Incident	What we feel?	What we worry about?	How we behave?	Consequences
<p>I recited a poem in the cultural program of school.</p>	<p>fear shyness anxiety</p>	<p>If I forget suddenly If the recitation does not go well If the teacher says anything</p>	<p>1. I request the teacher to cross out my name. 2. As per the instruction of my teacher, I practice recitation several times in front of the mirror</p>	<p>I recite in that programme. I like it very much and get encouraged. Now I recite in other programme.</p>

At first, I have reviewed myself and with my friends the ways we respond to various situations of mental stress. I have also discussed these responses with my classmates and the way we respond and its outcome. We have also discussed our manner and its consequences.

Uneasiness, anxiety, fear, disturbance, hopelessness, helplessness, anger, etc., may arise during state of mental stress.

Is Mental Stress Always Bad?

Have we noticed that we become very cautious when school time comes in the morning? We get ready early so that we are not late. We feel a kind of mental stress at that time. We become worried, thinking we cannot attend the morning assembly if we are late. Because of mental stress at that moment, we start early to avoid being late. Again, some feel stressed when they are given the responsibility to present a certain topic. So, we prepare ourselves by having a thorough idea about the subject in advance. We seek advice from others if required, so that we can perform well as expected. Thus, stress sometimes helps us to get the desired result in certain situations and to make decisions about what to do in such situations.

Let us now see in which area of the table 'My responses to mental stress', the impacts are on us when stress occurs. Then, out of this experience, let us fill in the table 'The impacts of my mental stress' on the next page.



The Impacts of My Mental Stress

Situation	Feelings	Behaviour	Positive impact	Negative impact
1.				
2.				
3.				
4.				
5.				

Mental stress is our physical response to different challenges or fearful situations. We all face challenges or threatening situations at some point of time, and as a result, more or less a mental stress result.

In spite of seeing a mental stress usually as negative, we have discovered today its positive aspects. It plays a vital role regarding in which perspective I am explaining any issues and how I am dealing with such situations. Too much mental stress has a negative impact on the body and mind. We feel disturbed in such a situation. The skills to manage mental stress through positive behaviour helps us stay well both physically and mentally.

Let us review some incidents and try to analyze feelings and negative impacts resulting from mental stress.

Incident 1:

Rakhi is a fourteen-year-old lively girl. She is always cheerful. Lately some things have been bothering her a lot. She feels that her parents are keeping a special eye on her. They are probing everything regarding when and where she is going. Rakhi's mother forbids her from wearing her last year's favourite dress, but when asked for reasons, she says that she is grown up now. One day, on her way back from school, Rakhi was a little late as she was at the playground with her friends. Just because of this, Mother has forbidden Rakhi to play too. When informed her father, he has also said that playing might affect her study, so it is better not to play outside. Rakhi cannot accept these arguments. She feels very humiliated in front of her friends. The new rules seem like punishment to her. Because she is well grown up, she thinks that she can take care of herself. She feels hurt from such behaviour of her parents. She gradually starts keep herself away from the outside world and would not come out even when relatives, or cousins of her age visit her house. Rakhi is unable to focus on anything and feels lonely. As she cannot focus on her studies, she keeps wondering what will happen to her now?.

Incident 2:

Hasan and Faisal are siblings. Hasan is a student of class eight, while Faisal is currently in class seven. Hasan is good in his studies, whereas Faisal at sports. They have a strong bondage with each other. Faisal sometimes thinks that his parents love Hasan more because he is better in studies. The family takes great pride in Hasan's accomplishments, yet nobody cares about him. On coming back from the market, their father calls Hasan only to have a look at the accounts, and whenever anyone comes to their house, mother shares proudly Hasan's good academic results. Hasan is praised from all around. On his last birthday, their father has presented Hasan a bicycle of his choice as gift. Whereas, they do not even notice that Faisal is so good at sports. He also tries to do good in his study, so that his parents also feel proud with him, but cannot do good as Hasan. For all of these, Faisal feels a big mental pressure and he starts seeing himself as failure.

Incident 3:

Asif turned sixteen last month. He has noticed a series of changes in him. He is in discomfort with all of these. He is feeling more such changes of which he has no idea. In the past, he believed that these things happened only to those who think bad. Now, he worries that all will know that Asif is a bad person. He cannot sleep well at night out of this worry and it is affecting his studies. Unfortunately, he did not have the courage to discuss about this with anyone. In such situation, one day, his father was very angry with his study. His mother and his elder brother also joined with his father. No one seemed to listen to him! Feeling overwhelmed, He came out of his home. He noticed that some boys from the neighbor were sitting together. He saw that they were all smoking. They were continuously forcing Asif to join. Under this stressful situation, Asif was feeling uncertain what to do.

We have analyzed these three incidents with our classmates. Sometimes this kind of thing happens to our family, neighbour and relatives. Through magazines and newspapers, we know that due to stressful situations and lack of proper management skills, many take negative and harmful decisions. Let us now know from our family and neighbor about their negative and harmful decisions from their own life experience or from other known person that are taken during mental pressure. We have presented the collected information from our family and neighbour in the press conference, and also know from others. Now, let us fill in the box, 'Negative Impacts on Our Body and Mind due to Mental Stress' from this experience.

Negative Impacts on our Body and Mind due to the Mental Stress	
Academic Year 2024	

Even when the problems mentioned in the table occur, we do not understand the reason. From now on, we will consciously try to understand whether we are under certain mental stress or not.

If we do not take the necessary initiative to follow mental stress management, we may face mental health problems like excessive anxiety, panic disorder, and depression etc. However, we can protect ourselves from these situations by knowing the techniques of mental stress management. By developing awareness as per the nature of the situation, we can keep ourselves free from such influences by managing our emotions and developing our adaptation skills to such situations.

Now, let us see what kind of pressure-filled moments make us upset. If I am under mental stress, how I usually feel, what thoughts peep into my mind, and how I respond to different harmful behaviour. To do the work, we will again put focus on the tables ‘My Response to the Incidents of Mental Stress’ and ‘The Impact of My Mental Stress.’ Under these circumstances, there are repetitions of different feelings, thoughts, and behaviours, and those don’t even solve our problems. I will find out what are those in my case. Besides this, if I behave similarly to other situations, even then I will write in the table ‘My Negative Behaviours in Stressful Situations’ below.

My Negative Behaviours in Stressful Situation

Feelings	Thought	What is the problem?	What do I do

Management of Mental Stress

We know that we feel more or less mental stress at different situations. Mental stress management is to find out the necessary alternative ways and practice to accept consciously those which are beneficial and helpful for our growth, and eliminate those which are harmful.

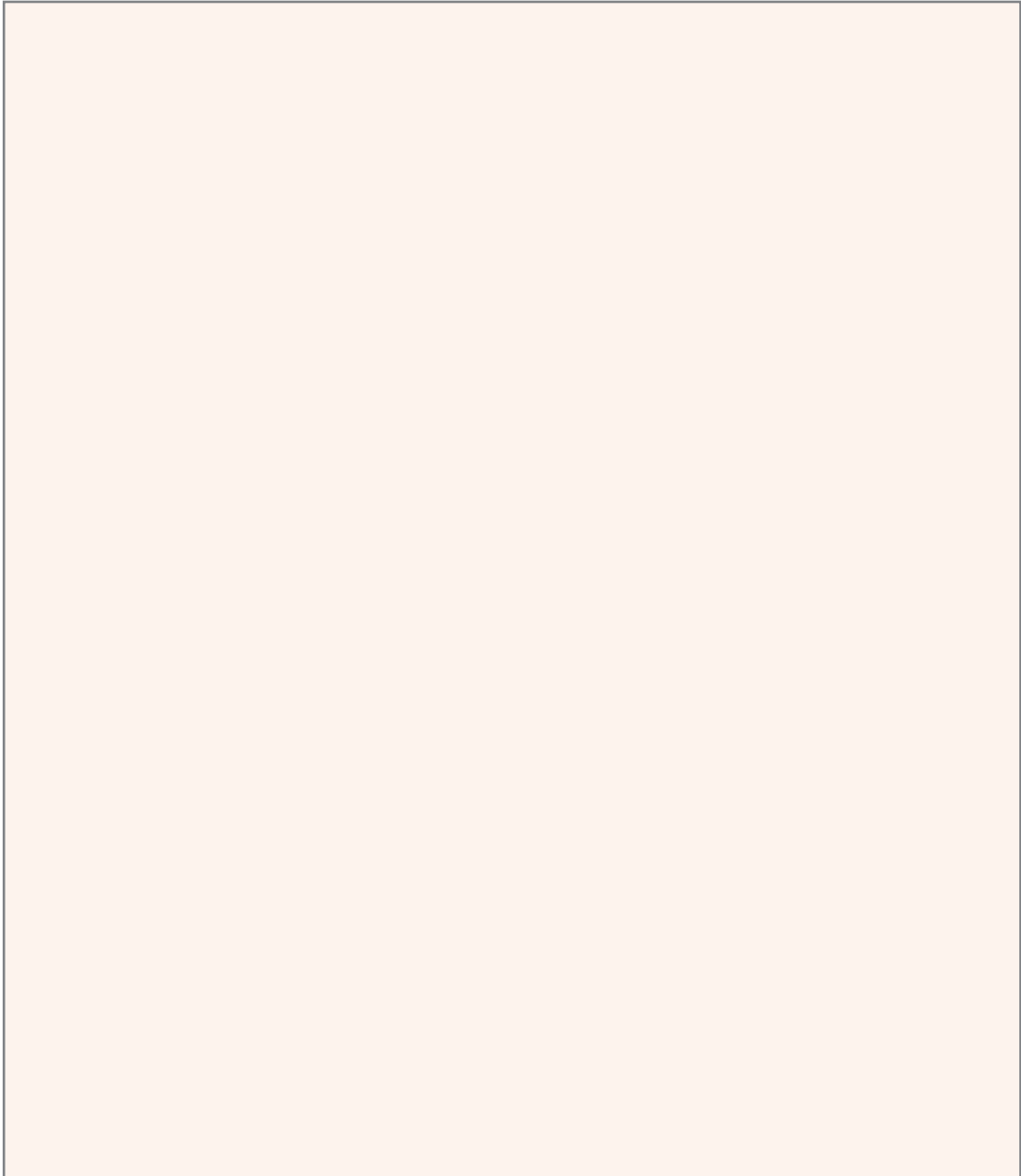
Sometimes without even realizing, it becomes our habits that we often end up repeating the same behaviours. We all then accuse the situation or blame others. Such activities do not solve these problems at all, but rather increase hopelessness. In such a situation, I will find out that behaviour of mine which does not solve the problem. Instead, I will try to solve the problem with a positive and effective behaviour. If we cannot manage, we will seek the support from someone experienced.

Besides this, we can practice some habits to maintain our physical and mental health. As a result, we can get mental and physical energy to take decisions consciously. It will reduce our mental stress and can play a positive role in stress management.



We have prepared a flow chart regarding how they manage mental stress after reading the incidents of Rakhi, Hasan, and Arif, and we have given a group presentation and feedback. Now, I write in the box 'My Mental Stress Management Techniques' those strategies which I want to use.

My Mental Stress Management Techniques



I have applied the techniques of taking care of my feelings. At first, I have identified and then located where I have felt them in my body. I have then accepted the feeling and talked to myself focusing on emotions for relief.

We can be empathetic to ourselves by understanding our feelings, accepting them without blaming and doing something necessary to relieve ourselves. This is also an essential technique for mental stress management.

- ◆ We feel relieved if we are empathetic to ourselves in any situation. We feel relaxed, which helps us to think logically at that situation. We can take a positive and practical decision for ourselves. We have learned about taking care of our feelings and management in class seven.
- ◆ We can love ourselves by keeping us away from the task that may cause dishonor and harm to ourselves and seeking support from someone reliable.

In such case, it keeps our mental health good. It also improves physical health. Maintaining good health is a prerequisite for stress management. If health is not good, mental stress increases in various situations.

After that, from ‘The Impact of My Mental Stress’, we have discussed and presented the behaviours that create a negative impact, and in ‘My Mental Stress Management Techniques’ table, I have added the method I would like to use for managing my mental stress.

I would like to write in the table ‘My Sensitive Behaviours’ the new behavior in place of the behavior which we think is painful or harmful for others taken from the tables ‘My response to the Incident of Mental Stress’ and ‘The Impact of My Mental Stress’



My Sensitive Behaviours

Previous behaviours	New behaviours

We have planned through the activities of this learning experience, we could be able to understand our feelings, it's management and make plan for being empathetic and sensitive towards self and others. Now it is time to practise. We will follow this plan to keep us well for the rest of the year.

According to the teacher's instruction, we will write down the work or practice in the table 'My Personal Practices and Experiences'. I will occasionally prepare a report on the work and show it to the teacher. Besides, the teacher will discuss this topic with us in class occasionally. This practice and exchange will continue throughout the year.

Based on the following questions, we will write our diary or journal:

- ◆ In which situations do we feel mental stress last month?
- ◆ Can we manage techniques which are used based on the planning? What did we do?
- ◆ How did I feel working?
- ◆ How did these works help me to remain well?
- ◆ Under which situations, I can behave empathetically towards me? What were those?
- ◆ Which tasks help us develop our relationship with others?
- ◆ Do I need any help from my teacher or family? What are those helps?

My Personal Practices and Experiences

My Progress, My Achievement

My guardian and teacher will fill in the table on next page. I will also fill in. By doing this, I will know about my progress and find out scope where I will do better. Based on my group activities I will write at the relevant part by getting the opinion of my friends about my participation. My guardian will write comments on a register by observing my completed tasks. The teacher will acknowledge me by reviewing my complete activities. The teacher will tell us what good I have done and how I can do better.

Evaluation Table 1: My Participation and Performed Tasks in the Textbook

	My remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Spontaneous initiative				
Respectable attitude				
Supportive attitude				
Quality of work carried out in textbooks				

Evaluation Table 2: Management of Mental Stress

Name of the Student :	Appropriateness of personal planning related to practicing techniques for mental stress management	Writing in a journal about the practiced tasks based on the planning	The true reflection of the techniques of the mental stress management written in the diary/script/journal
<p>Descriptive feedback</p>			

All About Adolescence

Everyone of us is a traveler on the diverse path of adolescence. In this journey, we face various types of situations. Some are happy, and some are often sad. As various kinds of incidents and situations that appear on the pathway of adolescent are not the same for all, similarly the challenges out of these and the techniques for dealing those are not the same either. This strategy varies from person to person and from situation to situation. And that is normal. Accepting this, we must choose what is beneficial for ourselves by applying appropriate strategies.



We will now read a letter carefully. The letter is from a friend of ours, Barnil. He is in class eight. A few days ago, Barnil has joined from Scout to participate in a Jamburi camp outside the country. Let us find out what the letter has to say to us:



Dear friend

It has been a while since we last communicated. How are you, friend? I had an amazing time during my visit to Jamburi last month. However, I am not well at the moment. I have been facing some personal problems in me. At times, I feel quite good, but there are moments when I feel down for no apparent reason.

I feel happy to spend some time and have some discussion with my wonderful friend, Rahman. However, recently, I have had a quarrel with him over a very simple matter. Conflict occurs even when I don't want. For this, I am very angry at myself. Why this is happening, I could not understand. Again, others do not seem to understand me fully. They have misunderstood me.

Rahman suggested that such things may be due to the changes that come with the adolescence, but he couldn't elaborate much. I am reaching out to you for guidance. Can you please help shed light on why these are happening? Waiting for your reply

With warm regards

Your friend

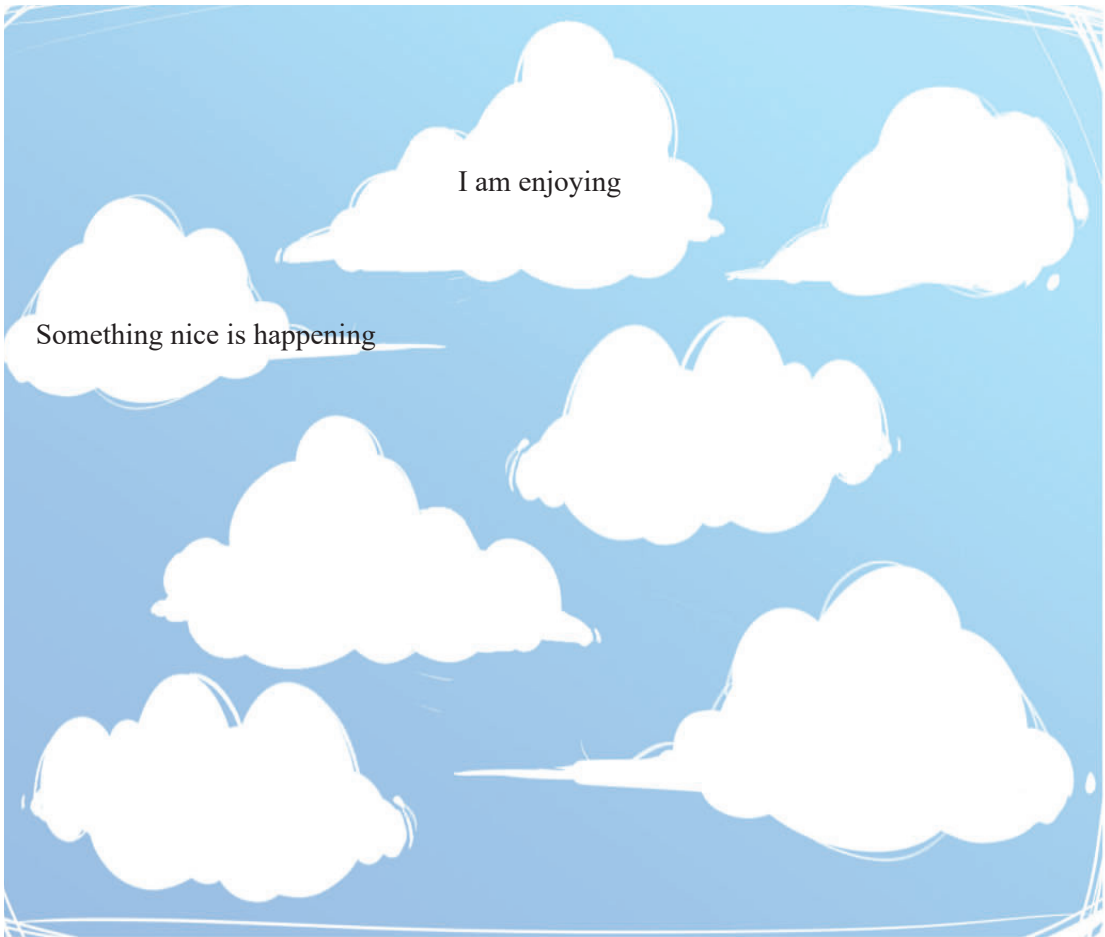
Bornil

Bornil has told us about his inner desire in a letter. He asked for our help. We are also teenagers like him. Do we understand his situation? Can we help him with our own experience? Of course, we can. But for that, it is first necessary to know about and be aware of our experience of this period. How we spend our adolescence, what kind of positive experiences we have and what challenges or risks we face and how we deal with them, all these experiences will help us understand Bornil and stand by him. Why only us? The experience of others going through such period of adolescence will also help Bornil understand and support himself.

So, let us start our journey to know and understand ourselves better.

We have walked a long way of our adolescent life., haven't we? We understand that our bodies and mind are going through some changes. Well, can we tell what sort of emotions do these changes generate within us? We will think a little and write the thoughts in a word or a two in the blank clouds of the 'The lens to my heart' box in the textbook.

The lens to my heart



We have thought about ourselves for so long, and who does not like to think a little about themselves? Again, we have arranged the thoughts within letters and inserted those in the clouds. Let the clouds stick to the pages of the book. We will feel the calmness of the clouds whenever we are free. We must have got a similarity with Bornil. Like him, we sometimes have a good time. Then we feel calm at that moment. And sometimes, we go through a tough time with pain.

Sathi, Arif, Nishi and Aurko Barua – they, too, are going through puberty like us. Now let us read their stories. Let us see what help we can get from their situations and experiences.

Story 1

Shathi is not feeling well. Her period started yesterday. She feels very uncomfortable during her period. Abdominal pain makes the body numb. In fact, she does not know exactly how to take care of herself now. Mother has just told her that these things cannot be shared with anyone; these are very feminine issues, and no one should understand that she is on her period. Now she is very disturbed by this physical change. She feels like everyone is looking at her, laughing at her. She does not want to go to school; she sits in her room all day. Sometimes she cries and gets angry, thinking why this is happening to her! But tomorrow is her school exam. She has no choice but to go to school! It is very difficult for her to study in this condition. She cannot stop thinking about what will happen.

Story 2

Arif is the only child of his parents. He is a bit restless in nature. He has got many friends at school. Arif really likes food, especially when it is from outside. He is gaining weight gradually. His friends do not want to include him in sports. His friends tease by calling him fat. It hurts him a lot with such behavior of his friends. He starts withdrawing himself slowly. When he reaches class eight, another problem comes up. His face gets covered with pimples, which makes him feel uncomfortable. He starts picking the pimples, and that makes things worse. He is worried that his friends will make fun of him because of the pimples. Lately, he has become friendless. He is mentally very down.

Story 3

Nishi is very much focused on her studies. Recently, a new interest has appeared in her mind. That is, she wants to learn judo. This is a game of self-defense. As her school does not have such scope, she has to go to a far away centre to learn. Her friend, Keya, has also enrolled in that centre. Nishi knows if she shares this with her parents, they will directly say no giving the reasons that it will hamper her study. Nishi becomes very disappointed at this. She has almost stopped talking to her parents. As a result, misunderstanding starts between Nishi and her parents.

Story 4

Aurko Barua of class eight is the youngest sibling in his family. He has grown up with a lot of love from his parents. From his early days, he has been a bit emotional. His family knows about this. So, they give him special attention and care. From a young age, he would cry if anyone ignores him. Even in games, if he loses or if he does not get something he wants, he would get upset and start crying. Sometimes, his siblings, friends, and even his parents teased him for this. They told him that it was not okay for him to cry. It does not go with boys. Only girls cry. Despite their advice, Aurko struggled to control his tears. For this he is struggling with inferiority complex.

After reading the stories, we have got to know many things about Sathi, Arif, Nishi and Aurko Barua. We have realized the challenges they have been going through during puberty. Now, let us fill in the table below with their information.

Name	The challenges they face	The steps taken to overcome the challenge	The role played to solve the problem

We understand that adolescence is a period of changes. We face different kinds of challenges related to these changes. Sometimes we can share while at times we cannot. We become shy and fearful thinking how they will react. In many occasions, not being able to tell may increase challenges, result in pain from the risks, and we may experience harm. We may feel helpless like Bornil. That is why, it is really important to know about the challenges that come with this age and how to handle. By doing this, we can help ourselves and our friends in similar situations like Bornil.

So, let us note down the challenges we are familiar with or have heard about during our adolescent years on a piece of paper. It is not necessary to consult anyone about this. We will write what we understand. Once we have finished writing, we will fold the paper and hand it over to the teacher, or we can place it in a designated box according to the teacher's instructions. Also, remember that we will not reveal our identity on the paper. Since we are not writing our names on the paper, no one will be able to identify us. We will write down all the challenges we know, have heard of, or worry about, and drop them into the box kept with the teacher.

The teacher has compiled a list of challenges from our writing. We will then have discussions in small groups about the ways to overcome these challenges. Bornil's situation also has some similarities with this list. We are hopeful that we can assist him this time.

Let us now learn about the challenges that we may face during puberty. One challenge among many is the period or menstruation.



Menstruation is a natural thing for girls. Bleeding from the uterus every month is known as menstruation. Every girl starts menstruating at some point during puberty. The age at which it begins depends on the physical structure, nutrition and hereditary features. Every girl generally starts menstruating between 10-16 years of age. If menstruation does not start within three to five years of breast development or it exceeds 16 years, in that case, physician's advice may be taken.

Mild menstrual pain is common. The uterus contracts and expands due to hormonal influence which ultimately causes this pain. In many occasions, it is seen that some

cannot do the normal work of the day because of this pain. Application of a warm compress on the lower abdomen relieves this pain. In some cases, there may also be symptoms like headaches, diarrhea, nausea (vomiting tendency) or vomiting etc.

Severe Lower Abdominal Pain

Many have severe pain in the abdomen during menstruation. In such cases, a physician's advice is necessary. The reason among many for this unbearable pain could be the disease called endometriosis. This condition involves abnormal bleeding from the ovary behind the uterus, esophagus, and urinary bladder. When this disease takes place in the ovary, then the blood accumulates in a sac. It then takes the form of a tumour known as endometrioma or chocolate cyst. Unusual abdominal pain occurs during this period. The cyst starts getting bigger each month with the accumulation of blood, and the ovarian tissue and eggs get destroyed. Symptoms of this disease are severe pain in the lower abdomen, excessive bleeding, and pain during excretion / defecation. However, not everyone may have all the symptoms.

If the chocolate cyst is detected earlier through ultrasonogram, the ovary can be saved from its harmful effect.

Excessive Bleeding

Some may have heavier bleeding than usual during menstruation. This is known as menorrhagia or excessive bleeding. The physical process that regulates the blood loss may not function properly as the body is not fully developed during puberty and this may result in excessive bleeding along with irregular menstruation. This leads to physical weakness, fatigue, and tiredness.

At this time, one has to drink a plenty of water, get an adequate rest, and take physician's advice, if required.

Irregular Menstruation

It may sometimes take more than two years to become regular after the start of first menstruation during puberty which is absolutely normal. There are many reasons for irregular menstruation, such as, malnutrition, abnormalities in the thyroid gland, tendency of an excessive bleeding in the body etc. The average time between the first day of the first menstruation and the first day of the next menstruation is usually 28 days. However, in case of irregular menstruation, this interval is less than 21 days or more than 35 days.

Menstruation does not occur regularly if the ovaries do not produce eggs properly. A

prerequisite for menstruation is the formation of an egg and its release or ovulation. A condition called polycystic ovarian syndrome, or PCOS, causes the ovaries not to produce or develop eggs properly, as a result menstruation does not occur. Sometimes, menstruation pauses for 2-3 months or even more, and then at some point of time, as the hormone reduces, menstruation begins. Because this menstruation starts without ovulation, they are often heavy and can last for a longer time.

PCOS problems usually appear in adolescence. Its symptoms are-

1. Menstruation ceases
2. Unwanted hair growth on the face and thighs.
3. Pimples on the face.
4. Obesity.
5. Shortness of breath during sleep.

As egg is not produced without medication because of Polycystic Ovarian Syndrome (PCOS), it may pose challenges for future fertility. However, medication is not always required for this disease. The primary treatment for PCOS disease is through weight loss. There are two important tasks to reduce weight. The one is a regular exercise, and the other, a healthy diet, which are known as a modification or a change in the lifestyle. If the weight is reduced to 5-7% through a change in the lifestyle, then the ovulation starts and the menstruation returns.

Besides that, we may face more challenges during our adolescent period. These are: mood swing, fear and anxiety, misunderstanding with parents, pimples etc.



Now, we will learn the techniques to handle these challenges through information obtained from teachers and resource books of the library . And, we are going to discuss these in pairs. Then, based on the discussion, we will mention the names of several techniques in blank spaces of the table ‘Techniques to Handle Challenges’ given below:



First, we have found out our own challenges that match with the stories. Then we have listed the challenges that we know and hear. Now, we will plan to deal with them. Using the information, we received, we will write our plan in the table 'My Plan to Face the Challenge' below.

My Plan To Face the Challenge

My challenge	The way I want to fight against it

We have made a plan for ourselves. Now we will write the answer to Barnil's letter considering our experience. We will read his letter again before we reply to him.

Dear Barnil

Date :

We have planned and also replied to Bornil's letter. How about extending a helping hand to those from our schools, neighbours, relatives and those who help us in our household work if they have sons or daughters of same age who hasn't had the chance to study in a school like ours? We can share our experiences with them and guide to overcoming their challenges. Therefore, we will choose whom we wish to assist and figure out the best approach. We will then outline the steps needed to offer help and record the details in the table on next page.

Name and Identity

What are his or her challenges?

What help did I provide to deal with those challenges?

My experience

Was she/he able to overcome the challenges? How is she/he now?
(One month later)

I will fill in this table **‘Record of Coping with Adolescent Challenges’** below with two of the challenges that I face throughout the year.

Record of Dealing with Adolescent Challenges

Date	Challenge	What did I do to face the challenge?	My Experience and Feelings
	Challenge		
	Challenge		

My Progress, My Achievement

My guardian and teacher will fill in the table on next page. I will also fill in. By doing this, I will know about my progress and find out scope where I will do better. I will write at the relevant part by knowing the opinion of my friends about my participation through group activities. My guardian will write comments on a register by observing my completed tasks. The teacher will acknowledge me by reviewing my complete activities. The teacher will tell us what good I have done and how I can do better.

Evaluation table 1: My Participation and Work Done in Textbooks

	My Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Spontaneous initiative				
Respectful behaviour				
Cooperative attitude				
Quality of work carried out in textbooks				

Evaluation table 2: Managing Challenges and Motivation Associated with Physical and Mental Changes due to Adolescent

Remarks	Awareness of identifying problems or challenges during adolescence	Skills I used for managing for managing adolescent problems or challenges	Skills for helping others cope with adolescent challenges
Own remarks			
Guardian's remarks			
Teacher's remarks			

Let's Learn about Diseases and Follow Health Rules

We all dream for a healthy and a happy life. Who wants to be unwell? Maintaining good health is an important skill. Keeping ourselves healthy and sound is a good skill. Being healthy depends on many things like balanced diet, engaging in physical activities and following certain rules etc. At the same time, we need to keep the disease away to stay healthy. By knowing different types of diseases, we can find ways to prevent them. Apart from common diseases like colds and coughs, various other contagious diseases can result from social interactions and family surroundings. Moreover, there are more contagious diseases which can be prevented by taking different vaccinations. Both contagious and non-contagious diseases can find a place within our bodies for various reasons. These diseases do not necessarily pass from one person's body to another's, but our faulty daily habits can increase the chances of falling prey to them.



We have gathered experience in class seven about the contagious diseases with which we are generally affected at different types of climates and environment. We have also learned to handle such situations. In this learning experience, we will gather knowledge about how we can protect ourselves from different diseases by changing our own lifestyle. At first, we will prepare a questionnaire to conduct a survey.

We will discuss about the techniques to reduce different types of problems and risks related to this.

Let us then begin.

Infectious and Non-infectious Disease Awareness Survey



As per the instructions from the teacher, together we have prepared a questionnaire for the 'Infectious and non-infectious disease awareness survey'. With this questionnaire, we will gather information from at least two family members from our household and our neighbours. As we approach them, we must take their consent for collecting information and inform them that the data will solely be used for our classroom learning purposes and no names will be mentioned.

Compiling Survey Data

With the help from our teacher, we will compile the data collected from the survey in the table below. Then we will share these among our groups.

No.	Yes no questions	Number of people responding 'yes'	Number of people responding 'no'
	Ask for feedback	feedback	

Poster exhibition

This time we will organize a 'Poster exhibition' in our school. Let us make a poster with all the information from the group. We will let all from our school know about the collected data from the survey through poster exhibition.



Be Aware and Make Others Aware

We have learned from the posters of all about the need of vaccination to get protected from the diseases. Now, let us hear from a local health worker about the efforts of the People's Republic of Bangladesh Government's Expanded Programme on Immunization (EPI) in providing health services to prevent both infectious and non-infectious diseases.

Certain infectious diseases are linked to our daily lifestyles, social interactions, and family environment, for which no vaccines have been developed. In such cases, we have to be aware to take preventive measures. It is important for us to be informed and take preventive measures. Let us explore the school library or other sources of information to gain knowledge about some of these diseases. There, we will study various infectious and non-infectious diseases such as scabies, shingles, rabies, AIDS, other sexually transmitted diseases, high blood pressure, heart diseases, lung diseases, diabetes, cancer and more. We will write information about why these diseases occur, what are the causes, symptoms, ways to prevent and treatment. We will also gather information from reliable sources at home, like local health workers, trained NGO personnel, teachers, school libraries, and trustworthy online sources. Using this information, we will compile a comprehensive report.



From our survey, we have learned about awareness of the people regarding vaccinations against infectious diseases. Besides that, we have listened to the experiences from the people on various non-communicable diseases. We have prepared the report by gathering information from local health workers and reliable sources. Now is the time to work regarding bringing changes in our lifestyles to get protection against non-communicable diseases. We also need to motivate others to change their lifestyles to prevent non-communicable diseases.

Create Our Own Habit and Inspire Others

We know how to survive infectious and non-infectious diseases. However, just knowing the information is not enough. We have to inspire others with this and develop this habit in our life.

With the teachers' guidance, we have made a leaflet to motivate others. Now, by using leaflet, we will make those aware from whom we have collected information. We will mention in the table below how many people we have reached.

Topic	How many people have I reached?		
	woman/girl	man/ boy	total
Providing information and motivation about the expanded program on immunization			
Raising awareness of infectious diseases which can not be prevented by vaccines.			
Encouraging healthy lifestyle habits to prevent non-infectious diseases			

Now, it is time for us to develop our own habit, and we will practice those healthy lifestyles which we have learned to get protected from non-communicable diseases. Utilizing the chart below, we can rate with a scale of 1 to 5 for each practicing habit every month. . If we follow all the practices regularly, then the score for each practicing habit will be 5 and if we don't follow, the score will be 1. In this way, we will evaluate each habit.

Month	Regular exercise and sports	Eating healthy food	Abstaining from smoking and any tobacco-like substance	Applying effective methods To manage stress and anxiety
1st	number comments	number comments	number comments	number comments
2nd	number comments	number comments	number comments	number comments
3rd	number comments	number comments	number comments	number comments
4th	number comments	number comments	number comments	number comments
5th	number comments	number comments	number comments	number comments

My progress, my achievement

My guardian and teacher will fill in the table on next page. I will also fill in. By doing this, I will know about my progress and find out scope where I will do better. I will write at the relevant part by knowing the opinion of my friends about my participation through group activities. My guardian will write comments on a register by observing my completed tasks. The teacher will acknowledge me by reviewing my complete activities. The teacher will tell us what good I have done and how I can do better.

Evaluation Table 1: My Participation and Work Done in Textbooks

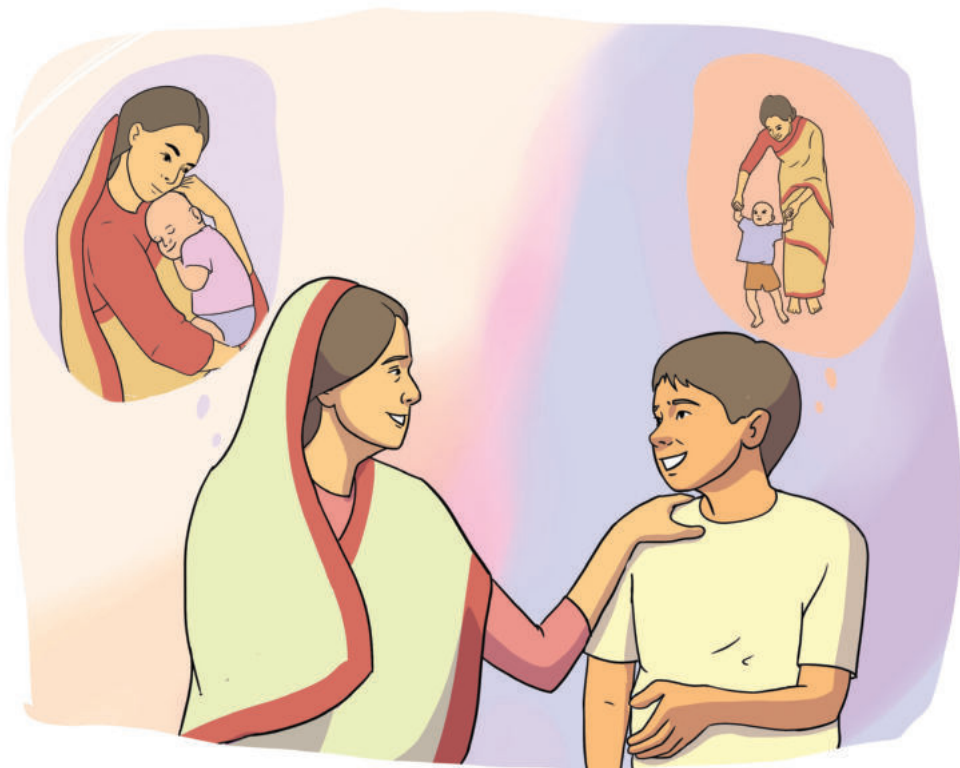
	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Spontaneous initiative				
Respectful behaviour				
Cooperative attitude				
Quality of work carried out in textbooks				

Evaluation table 2: Practicing Healthy Habits to Prevent Infectious and Non-Infectious Diseases

Remarks	Collecting survey data accurately	Applying strategies to make others aware	Own effort and interest in practicing healthy habits
Own remarks			
Guardian's remarks			
Teacher's remarks			

Let Us Be Confident in Communication

Athui Marma is very good at swimming. His father wants him to play football, and his mother wants her to recite. But Athui does not want to do that. He wants to become a good swimmer. Athui's understanding with his mother is good so he can speak about his desire with his mother. But he is very afraid to say anything to his father. For some time now, he has noticed that from the last few days he can easily communicate his wishes with friends, but, he becomes afraid and anxious in speaking to many of the elders

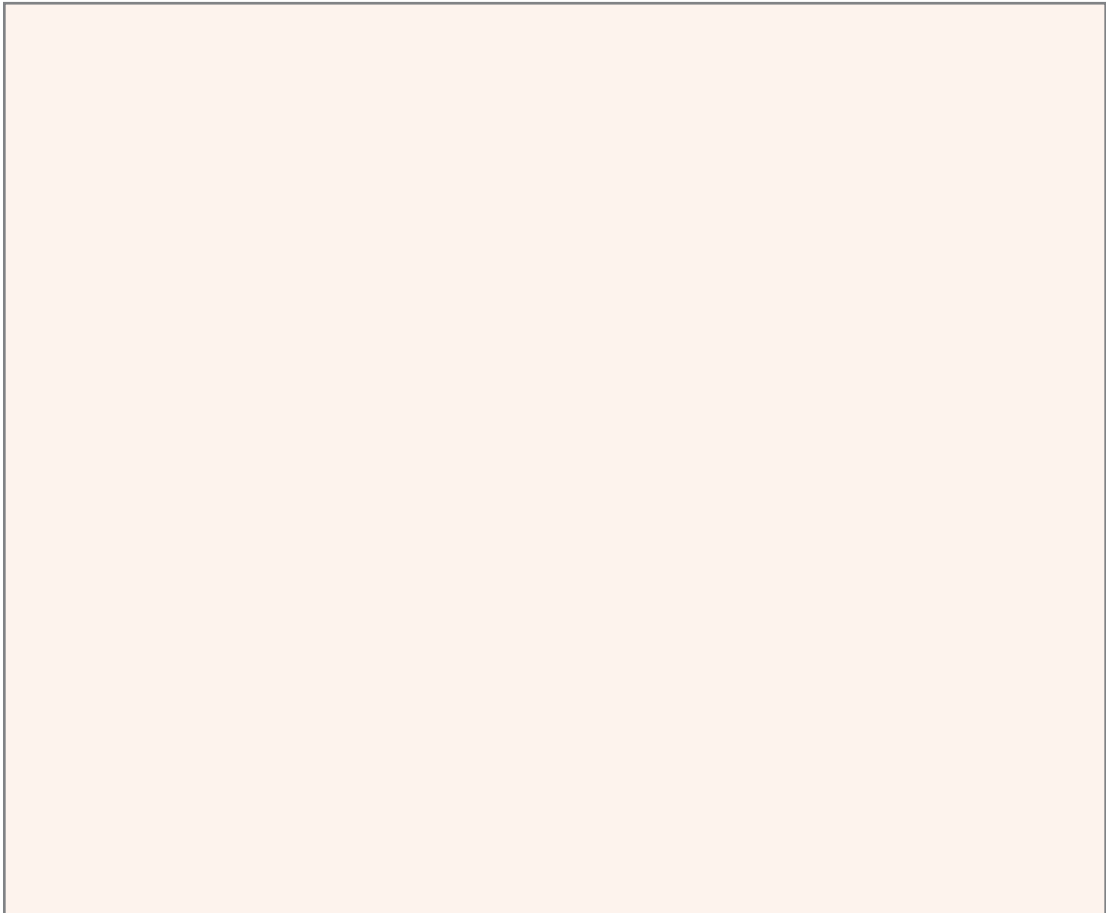


Let us reflect on this and try to see if it happens to us also. Can we express our emotions, thoughts, needs, or desires to our parents or other elders in our family the same way we do with our friends and younger siblings? Or can we share these feelings with

our teachers? In most cases, we have high expectations, haven't we? We want to discuss about our emotions and requirements freely. In many occasions, some can share, but most of us can't. This is not just a problem for kids; even adults experience it. Do we know why this happens? It would be really good if we can identify the reasons behind it, work on them, and find solutions for these issues.

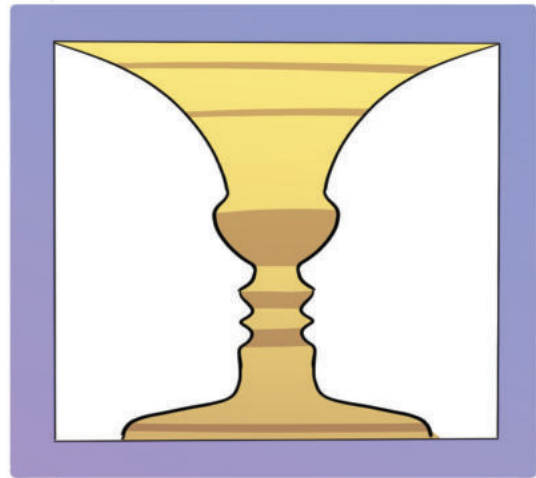
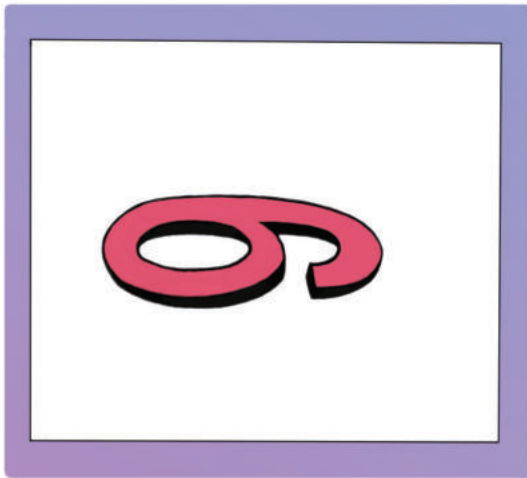
We have learned various methods to express our emotions and needs when we are in class six and class seven. Now, we will know about the techniques to express our feelings, thoughts, needs, or hopes, especially while talking to elders. We will participate in various activities as part of this learning. We will find out why we perceive things differently, how our beliefs vary in different situations, and how this put impact on our communication. After that, we will find how our personal beliefs and viewpoints play an important role to communicate with elders. Finally, we will work to remove the problems which are seen when we communicate with elders and which act as barriers for expressing our emotions, thoughts, needs, and expectations.

Let us begin then.



We have painted a picture of a thing that has created a deep mark in our hearts. The classmates have seen the pictures and interpreted it their own way. Have we noticed that, different people see the same picture in different ways? Did we first think there could be so many interpretations of our paintings? So where did these explanations come from?

Now let's see the following pictures. The same images can be seen in different ways.



We have expressed our opinions on the same pictures and we have also discussed with those who have shared similar views. After presenting our individual and group interpretations, together, we have analyzed all the explanations. Now, let us complete the 'My Realisation' table with the insights we have gained from this process.

My Realisation

	Feedbacks we received	Are the feedbacks right or wrong?	What I consider to be the reason for the opinion
In the case of the 1st image	1)		
	2)		
	3)		
In the case of the 2nd image			
In the case of the 3rd image			
In the case of the 4th image			

Our viewpoints and interpretations are different because our life experiences are not the same. The way a person sees the picture, others might not see the same. What one person sees in an image might not be the same for another. Just because someone perceives things differently does not necessarily make them or their friend or classmate wrong.

We will go to our parents, teachers, relatives, and neighbours and share with them the three positive qualities, we like. At the same time, we will discuss our needs or expectations that we desire and want to accomplish.

Positive task- 'Sir, I appreciate how you always check if everyone in the class understands and provide further explanations if needed. This greatly helps me grasp the lesson. Thank you, sir.'

Our expectation- 'I have not been able to attend lectures before. This time, I really want to attend. I have missed yesterday's class. That is why, I could not register my name.'



Experiences of Expressing Love and Expectations

Whom I talked to	experiences	feelings	thoughts

Whom I talked to	experiences	feelings	thoughts

We have shared our ‘Experiences of Expressing Likings and Expectations’ with each other. We have presented after reviewing our feelings and thoughts that occur before and after our work.

The information we gather from our family and environment to shape our emotions, thoughts, and convictions based on our personal experience play an important role. Our thoughts and beliefs also result from our way of lifestyles. Moreover, we interpret this information through our personal beliefs and attitudes. As a result, our emotions, thoughts, beliefs, habits, attitudes, and values collectively affect our communication.

Now, let us try to analyze the impact of these variations through the stories provided below.

Story 1:

Jamil has lent his only geometry box to a friend. However, his friend has not returned it yet even though he is supposed to return it within seven days. Jamil was feeling awkward to ask for the geometry box back and experiencing a tension to raise the topic. What if he gets angry! He thought that his friends would not keep friendship and consider him selfish. Meanwhile, he was facing problems in his studies without geometry box. He tried to communicate this to his friend. But he kept avoiding.

Story 2:

Pankaj is Rahela's closest friend in their class. Pankaj, along with some friends from the neighbourhood, has organised a picnic and invited Rahela to join. However, there is a Math Olympiad workshop scheduled for Rahela on the day after the picnic. Despite Rahela declining the invitation, Pankaj kept requesting her to go to picnic. Since Pankaj was such a close friend, Rahela found it difficult to say 'no'. She was worried that refusing might hurt Pankaj's feelings and harm their friendship. On the other hand, Rahela wanted to attend the Math Olympiad workshop camp. Because, she had a dream to participate in the International Mathematical Olympiad after her success in the national competition.

Due to the fear of upsetting Pankaj, Rahela went to the picnic. She returned from the picnic quite late and naturally felt very tired. The following morning, the camp began at 7 AM. Rahela struggled to concentrate due to her fatigue. In this situation, she experienced a sense of guilt. She started blaming herself and Pankaj for the situation she was in.

Story 3:

Manali, a Class eight student, is very good in chess. However, her father wants Manali to shift her focus from chess to studies. Manali herself does not want this. Her mother and brother encourage and support her. She has even participated several times at the district level inter-school competitions. Yet, her father says that it is not possible for Manali to play like those at national level. Manali, however, aspires to play in her own unique style and engage in competitive events. Although her father encourages her to pursue a career as a doctor or engineer like her brother, Manali's heart is set on making her mark through chess. She longs to express her ambitions to her father yet fears his potential anger. At times, she has the feelings of guilt for staying away from her father's expectations. But, she will be very upset, if her dream won't be fulfilled.

Story 4:

Sanjay and Amena, are the captains of class eight. They have been in the same class together since class six. They have learned about various aspects of puberty changes through the ‘Health Protection’ sessions. During these interactive sessions, they have noticed that many students cannot collect information from other sources and relies solely on textbooks for the information. Not everyone can access phones or the internet, limiting their research options. Sanjay, Amena and some of their friends have discussed the idea of having books about this topic in the school library, alongside other books. Interestingly, some people react humorously when the idea of books on this subject is brought up; they make jokes. However, it is important to recognize that not all books provide reliable information.

A senior madam of the school establishes a farm in the village. She has donated some money to the headmaster to purchase books for the school library. This prompts Amena to talk to headmaster for arranging informative books about adolescent transitions. She discusses this idea with Sanjeeb and a few others. They all agree. Will the principal listen to them? And how should they approach him? They don’t have the courage. They are thinking what to do next...

We have read the stories and discussed in small groups. After that, we have filled in the relevant table on the next page and presented it to the class.



	Characters	What thoughts/ beliefs helped express and fulfil needs?	What thoughts/beliefs have created barriers to expression and fulfilment of needs?	What would have I done in such a situation?
Story-1				
Story-2				
Story-3				
Story-4				

We want others to evaluate me correctly and positively. We feel and recognize the importance of them in our life and we want that they must also feel and know that. We want to show them the respect. However, sometimes we cannot express our necessary emotions, needs and expectations. If it continues like this, we will feel distress, anger, annoyance, frustration etc. for not meeting the needs and expectations. In certain cases for some, this situation can even create a mental health problem like extreme anger, aggressive behaviour, excessive anxiety, restlessness, stress, and even depression. On the other hand, the quality of communication and connection in our relationships may slowly hampers. So this is very important to raise our feelings, needs, expectations and necessities with confidence, honour and polite. This form of communication is commonly referred to as assertive communication or confident communication.

Let us now determine the situations and individuals with whom we find it challenging to communicate assertively. From there, we will select three distinct memories based on our experiences over the past three weeks where we cannot share our feelings, opinions, needs or and write these experiences in the second column of the ‘Communicating to Fulfil My Expectations’ table. Now, in that same column, we will include two more experiences from the ‘Experiences Expressing My Likings and Expectations’ table, or any other relevant situations. This will help us comprehensively assess and enhance our assertive communication skills.

Communicating to Fulfil My Expectations

Relationship	Experience	The way I want to communicate

Now, it is the time to apply assertive communication techniques in these situations. But before that, let us refresh our memory a little:

We must remember during our conversation with others that the primary goal of communication is to express my thoughts clearly without hurting anybody's feelings. For this, I.....want, I think..., my..... requirements ... and it will support me in... that means I will use declarative sentences that start with 'I.' Before we begin, let us know the answers to the following questions. If the answer is yes, mark the checkbox on the left.

● Do I know exactly what I want?

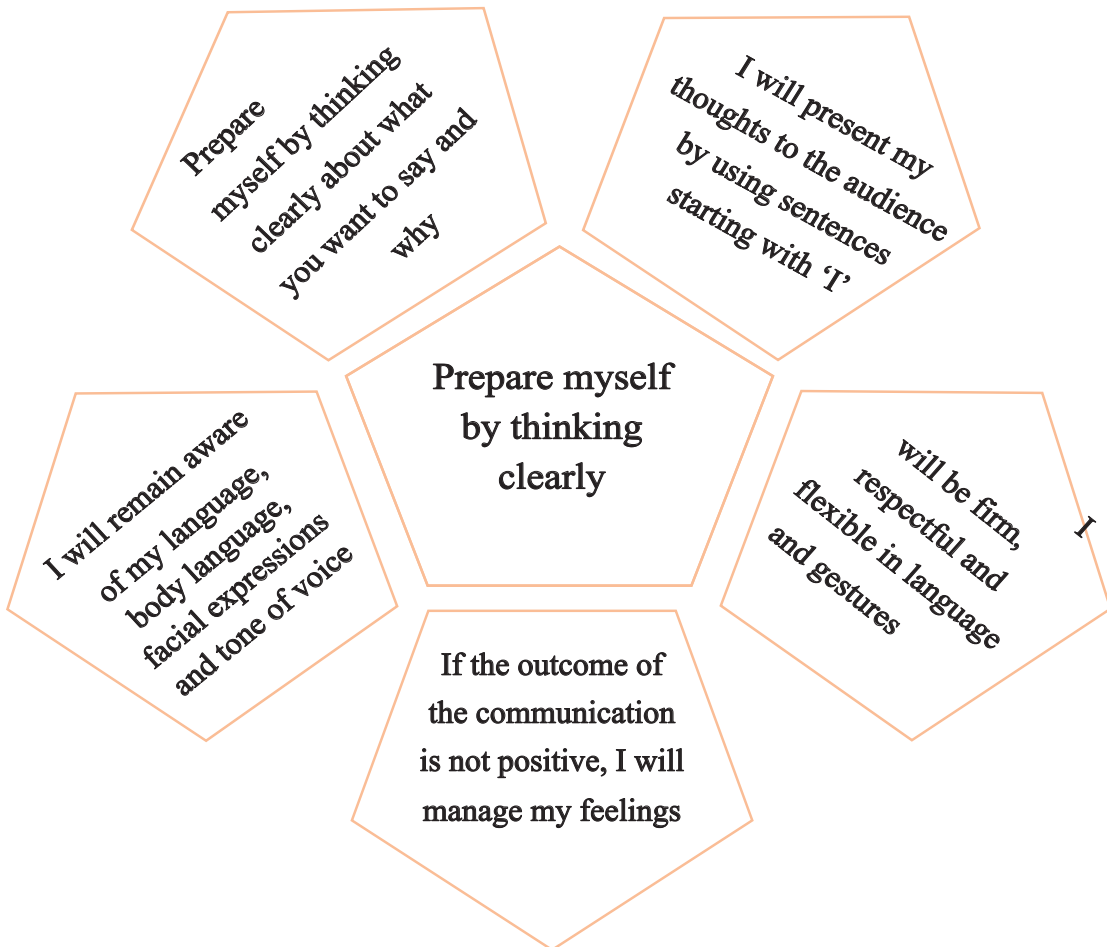
● Do our language, expression, and tone of voice match with what we want to express?

● Will my language be able to express my opinion/attitude clearly?

● Is the way of my presentation is respectful to others?

Academic Year 2024

By practicing assertive communication through role playing with classmates, I have got an idea about different types of communication. I have also seen examples of how different languages can be applied using the elements of assertive communication, assertiveness, respect, and flexibility.



We can express our opinions and arguments with both firmness and flexibility by maintaining respect and understanding for the feelings, disagreements, preferences, and experiences of others. We can take responsibilities in order to show respect to both our and other's feelings, thoughts, needs & rights, and in fulfilling our needs through assertive communication by using together the confidence, respectfulness and flexibility. For this, with the achievement of the needs and expectation, the mutual interaction strengthens and the relationships based on sincerity and respect increases.

After exploring stories and role-playing exercises, we have practiced various assertive communication techniques in different situations. Now, let us proceed by completing the third column of the table, 'My Communication to Fulfill My Expectations.'

We have played an enjoyable game where we match rhymes and created slogans based on the communication techniques we have learned. We will remember these and practice assertiveness in our everyday lives.

Through these learning experiences, we have gained an understanding of how to apply assertive communication techniques to effectively address the expectations and needs with elders in various situations. We have planned to implement these techniques as needed. It is time to put our plan into action.

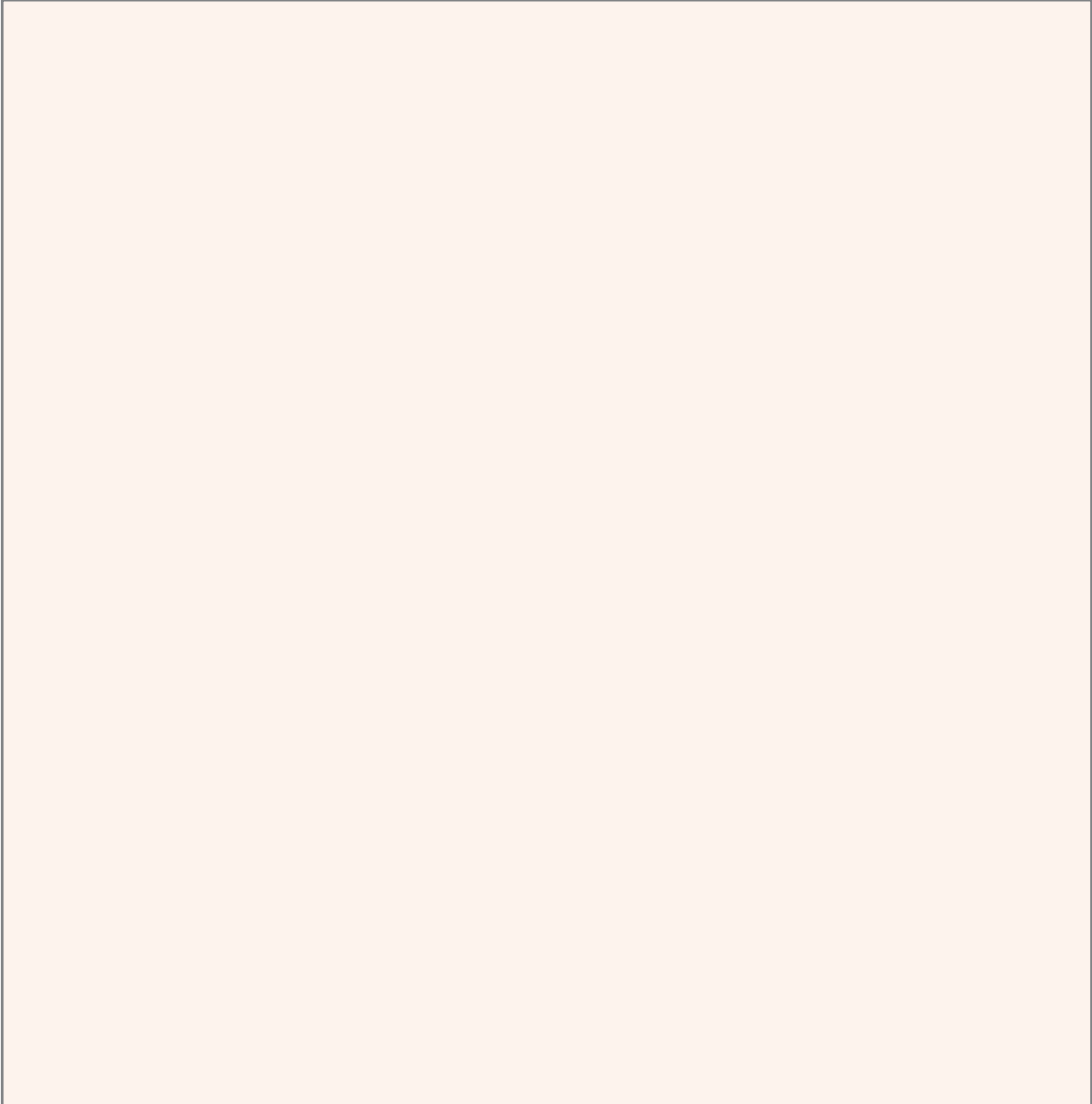
As per the instruction of the teacher, I will write my efforts and practices for next one on the the next page in the table, 'My efforts in practicing assertive communication in daily life'. Once blank spaces are filled in, I will continue recording my progress and practices in my personal diary for the remainder of the year. I will prepare a report at regular intervals detailing my activities and share it with the teacher. Along with this, our teacher will discuss this topic at certain period of time. Such practice, reflection, and interaction will continue throughout the year.

While writing the journal, we will write based on the following questions:

- What problems have we had with adults in the past month?
- Was I able to manage it using strategy according to the plan? What did I do?
- How did I feel doing the tasks?
- How are these activities helping me stay well?
- What activities have helped me to improve relationships with others?
- Do I need any help from teachers or family? What are those?



My Work related to My Practicing and Encouraging Assertive Communication in Everyday Life



My Progress, My Achievement

My guardian and teacher will fill in the table on next page. I will also fill in. By doing this, I will know about my progress and find out scope where I will do better. I will write at the relevant part by knowing the opinion of my friends about my participation through group activities. My guardian will write comments on a register by observing my completed tasks. The teacher will acknowledge me by reviewing my complete activities. The teacher will tell us what good I have done and how I can do better.

Evaluation Table 1: My Participation and Work Done in Textbooks

	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Spontaneous initiative				
Respectful behaviour				
Cooperative attitude				
Quality of work carried out in textbooks				

Evaluation Table 1: Evaluation of Achievement of Key Concepts of Experience through Role Play Assessment

Following the role-play, the acting team will reflect on their script, content, and performance etc. They will share about how they feel regarding the entire process, how much they enjoy it, and whether they may consider approaching things differently in the future or not. In this way, an informal self-evaluation happens. Other classmates will also share how they enjoy and do they have any feedback on the content and its process. In this way, the informal peer evaluation will happen. Additionally, the teacher will personally evaluate the students' work process, participation, and ideas and provide feedback.

Role-playing group	The role-play plan identified negative, dysfunctional thoughts and beliefs	She/He was able to use the techniques she/he learnt from the role-playing in his/her own planning according to the situation	Correctly used the concepts of assertive communication techniques in the role Play
Classmates			
Teacher			

Evaluation table 3: Evaluating the Application of Knowledge Gained through the Assessment of Assertive Communication Practices:

Name of the student	Accuracy of personal Plans for practicing assertive communication	To record the practical work done in the light of the plan in the journal	Accurate reflection of assertive communication concepts in diary/ book/journal entries
Descriptive feedback			

Let's Make Alliance with Conflict

We are social beings. We are connected through sincerity, sympathy, and affection with others in our society. We become close to each other by supporting in the time of happiness and sadness. In this way, we become habituated to live within a society. At times, we extend our help to others with care, and in return, they offer their assistance to us. This mutual exchange is the foundation of our relationships.

But, are these relationships always sweet? Differences in opinions can often lead to conflicts, is it not true? Many of us experience feelings of fear, anxiety, and tension due to these conflicts, which can lead to increased stress. Sometimes these conflicts can create a confusion, disorder, more disagreements, or even violence.



What if we could effectively manage these conflicts all by ourselves? Imagine if we could learn strategies and techniques to resolve the problems that arise from conflicts. Then, in most cases confusion, conflict or violence won't occur? We can mostly change our situation, can't we?

In this experience, we will learn these concepts and techniques and will gradually make our way step by step toward a kingdom of 'Shantipur.' At first, we will exchange views on one of the real conflicts from our life. Then, we will review the smaller incidents to find out the causes and their effects. In this way, through a series of activities, we will climb in steps toward the state of Shantipur. Once we reach this state, we will be equipped with conflict management techniques that we can apply to our everyday lives and will become the resident of Shantipur.



We have begun by listening to the teacher's personal account of a conflict. After that, we have shared one conflict that has happened in our life describing our own experience, its causes and the impact of it in our real-life. Today, we have successfully taken the first step towards reaching the state of 'Shantipur' by wholeheartedly and spontaneously participating in the task of sharing our personal life experiences with one another. Let us take a moment to appreciate ourselves for this accomplishment.

We have prepared a list regarding the causes and impacts of the conflict and then presented and discussed. We have seen that the conflict that occurs in our life at different time not only create a negative impact, but also, in most cases bring positive results. Let us now review few of our conflict situations and complete the 'Impact of Conflict in My Life' table from our own experience.

Impact of Conflict in our Lives

Incident	Reasons behind the conflict	The effects of conflict are positive or negative	How do I respond when faced with conflict?

By thoroughly examining the causes and outcomes of the conflict, we have successfully progressed to the next step. As we continue to advance through the remaining eight steps, we will eventually arrive at the kingdom of Shantipur.

Now we will discuss the following four events as a group. We will analyze the situation and present it.

Case 1

Aloka and Raju are class eight students and they sing extremely good. Their class teacher has asked them to choose a patriotic song of their liking and perform in their upcoming Independence Day event. But they could not agree to choose a song. Raju did not like the song that Aloka preferred. On the other hand, Aloka was unfamiliar with the song that Raju had selected. Aloka came up with an idea to settle the problem. She said to Raju that she would like to learn the song if he could give her some time. Raju was quite happy. He thought that he could have come up with the same idea. Raju thanked Aloka for her suggestion and said, "We can select another song if she wants." Aloka said by thanking Raju, "No need for that. Now it seems I can learn the song if you give some time." Then they sang the song in Interdependence Day programme after learning the song.

Case 2

Akash and Abhijit are good friends. They do everything together, like going to school, walking home, and playing sports. One day, Akash wanted to use Abhijit's new bicycle for a competition. But Akash did not want to give the cycle because that might get damaged. And his father would be very angry for that. Akash did not say yes or no because he did not want to make Abhijit upset. When Abhijit came to Akash's house to take the cycle, Akash was not there on purpose. Abhijit understood that Akash did not want to give him the cycle. Abhijit could not join the competition without the cycle that day. The next day, Abhijit got angry and scolded Akash because he did not explain why he did not give the cycle. After that, they were no longer friends like before.

Case 3

Naipru is in class eight. She enjoys spending time alone. She likes reading storybooks very much. But, her parents do not like this. This has led to some tension between Naipru and her parents for quite a few days. One day, her mother scolded her in front of her friends. She did not even allow her to go to the picnic with her friends. These things often made Naipru upset. On the other hand, Naipru's parents were worried about her safety when she went out alone. Noticing her depression, Naipru's brother decided to talk to everyone about it. Naipru and her parents shared their thoughts with her brother and he could understand the reasons behind this problem. They all agreed that from next time if any problems arose, they would discuss together to find the solution. They would not remain silent and took the pressure. This complicated the problem and harmed the relationship.

Case 4

One day, Anik's teacher had a good discussion in the class about awareness building towards the environment and a good health. The teacher explained how we can live together cordially without causing problems to other. Anik was going home thinking about what the teacher said. Suddenly, he slipped by stepping over a banana skin on the road. When he looked up, he saw a boy who had just eaten a banana and threw the skin on the ground. Anik got upset and asked the boy why he was throwing the banana skin like that. He tried to tell him how dangerous it could be. The boy was surprised by his reaction and got a bit angry too. They started arguing, and many people gathered around to watch.

From these cases, we can see that conflict originates from the difference in our needs, desires, interpretations, and points of view. From the above-mentioned examples, it is clear to us that in every case, the conflict arose out of a mismatch of any opinions or needs.

In both Case 1 and Case 3, the problems were solved effectively. In Case 1, one of two involved in the conflict took the initiative to resolve. In Case 3, another person realized the situation and offered assistance.

We have now crossed two consecutive steps for analyzing and presenting the strategies of the conflicts

Let us fill in the table 'Conflict resolution' based on the events.

Conflict Resolution

Case	Strategy for conflict resolution	Healthy/unhealthy	Reasons to consider it healthy/unhealthy	What would I do in this situation?
Case 1	1) 2) 3)			
Case 2	1) 2) 3)			
Case 3	1) 2) 3)			
Case 4	1) 2) 3)			

We have discussed the strategies we have written in the 'Conflict resolution' table with our classmates. We have received a lot of positive and effective strategies from everyone. I have written down those strategies which I want to use in the table 'My conflict resolution strategies'.

My Conflict Resolution Strategies

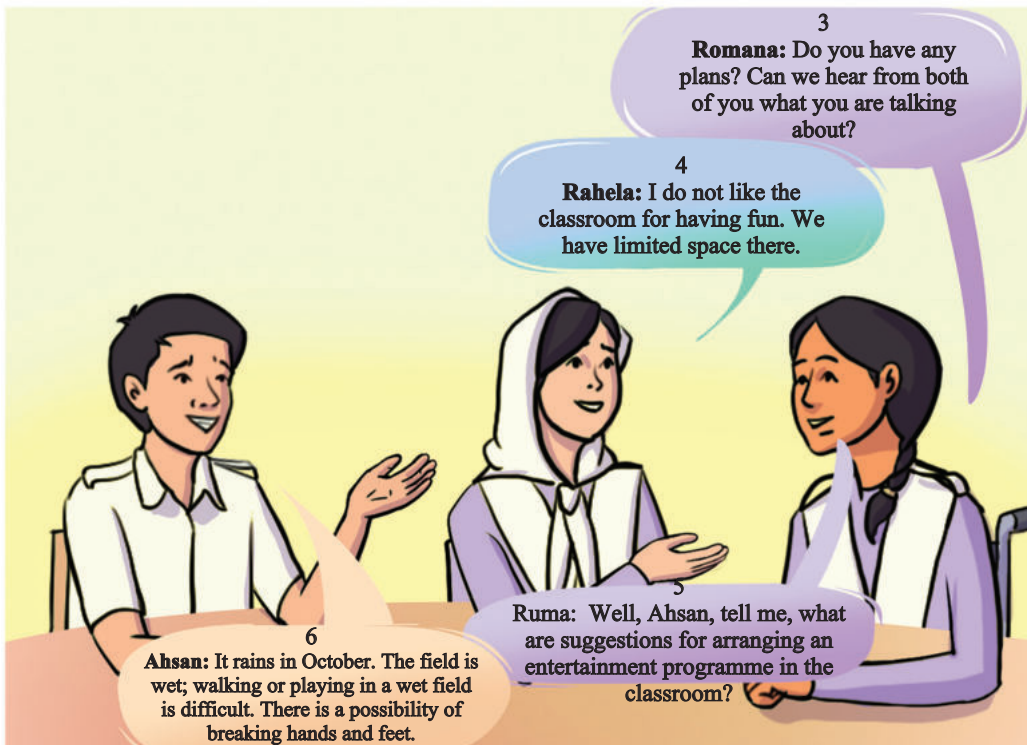
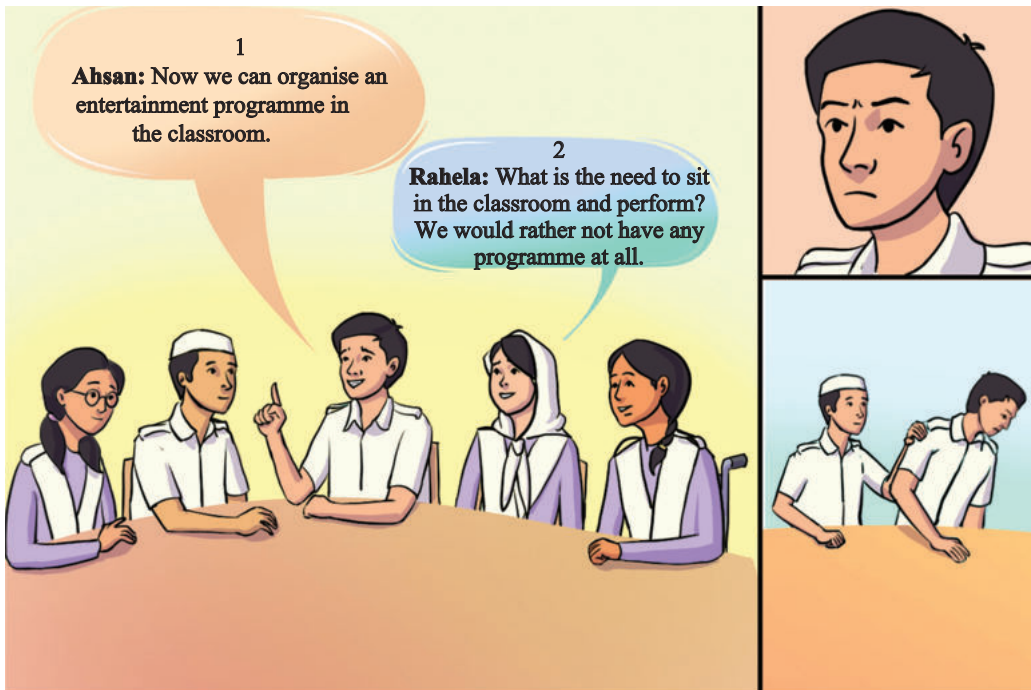
Situation	Conflict resolution strategy

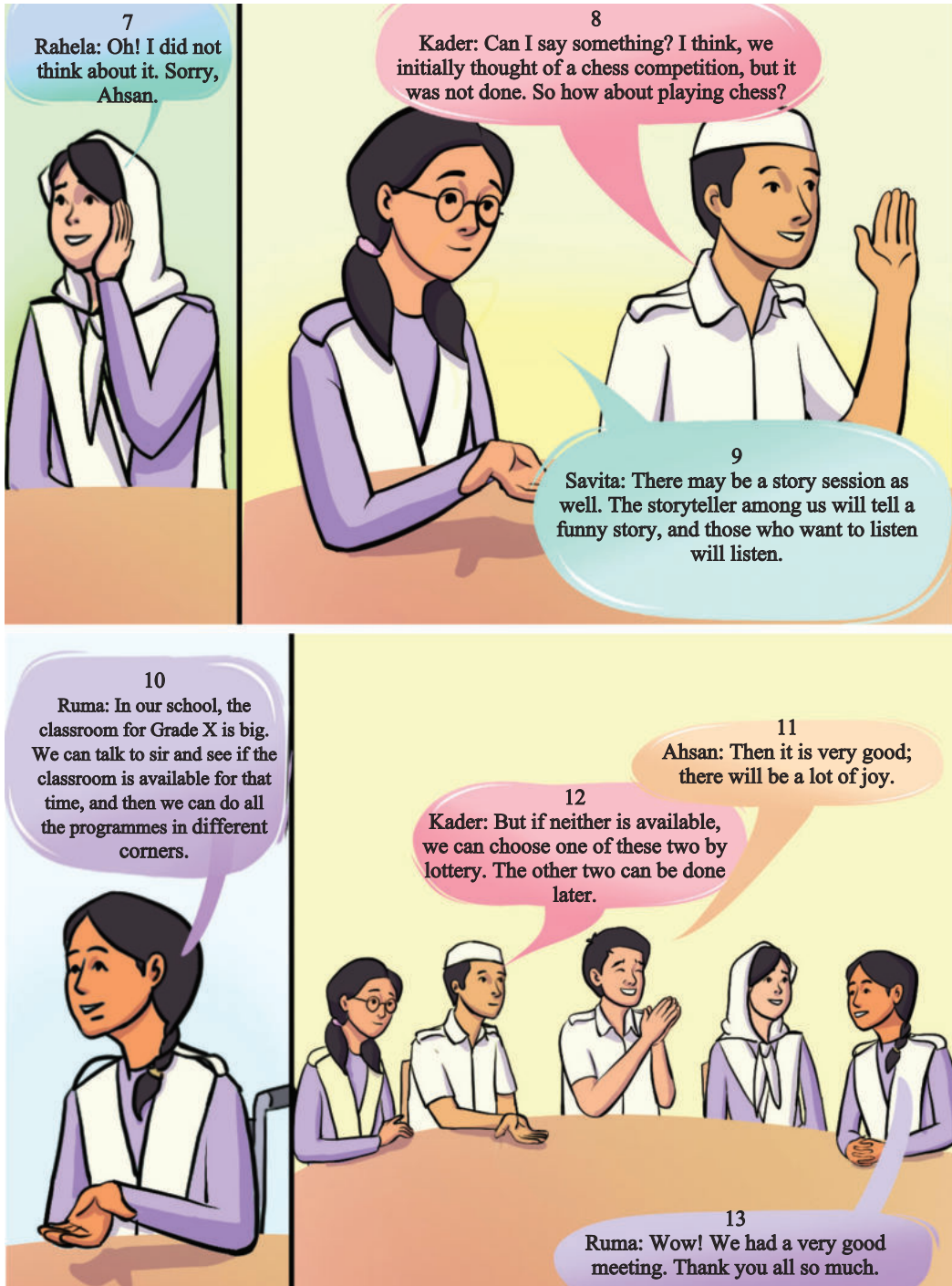
In case of conflicting situation, if we are able to consciously find out the components of mismatching, reasons behind these, thoughts and demand or needs, then we can take initiatives of our own to solve. We can also ask for help if we need it. And sometimes we can help others too.

Today, we have crossed another step for completing the tasks with full responsibility through finding our own techniques. We have already finished five steps successfully to reach the kingdom Shantipur . That means, we we are halfway to reach Shantipur. Now, it is the time to cross consciously five more steps with tact to reach our goal.

In some situations, difference in thoughts or opinion or conflict can play an important role in understanding, deciding or discovering something new. Are you surprised? But the statement is completely true. Now, let us review the two incidents below:

Case 1

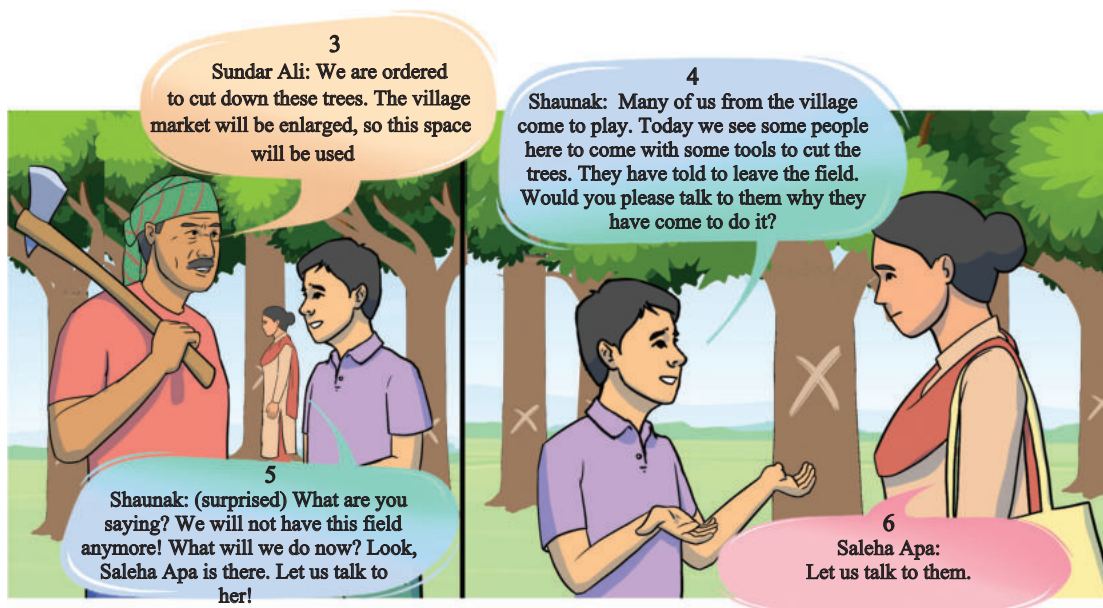
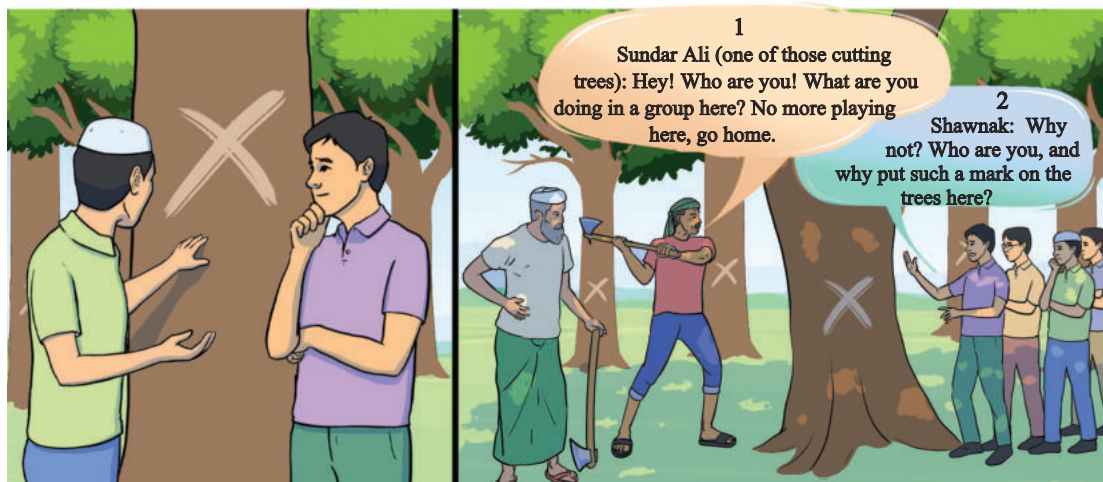


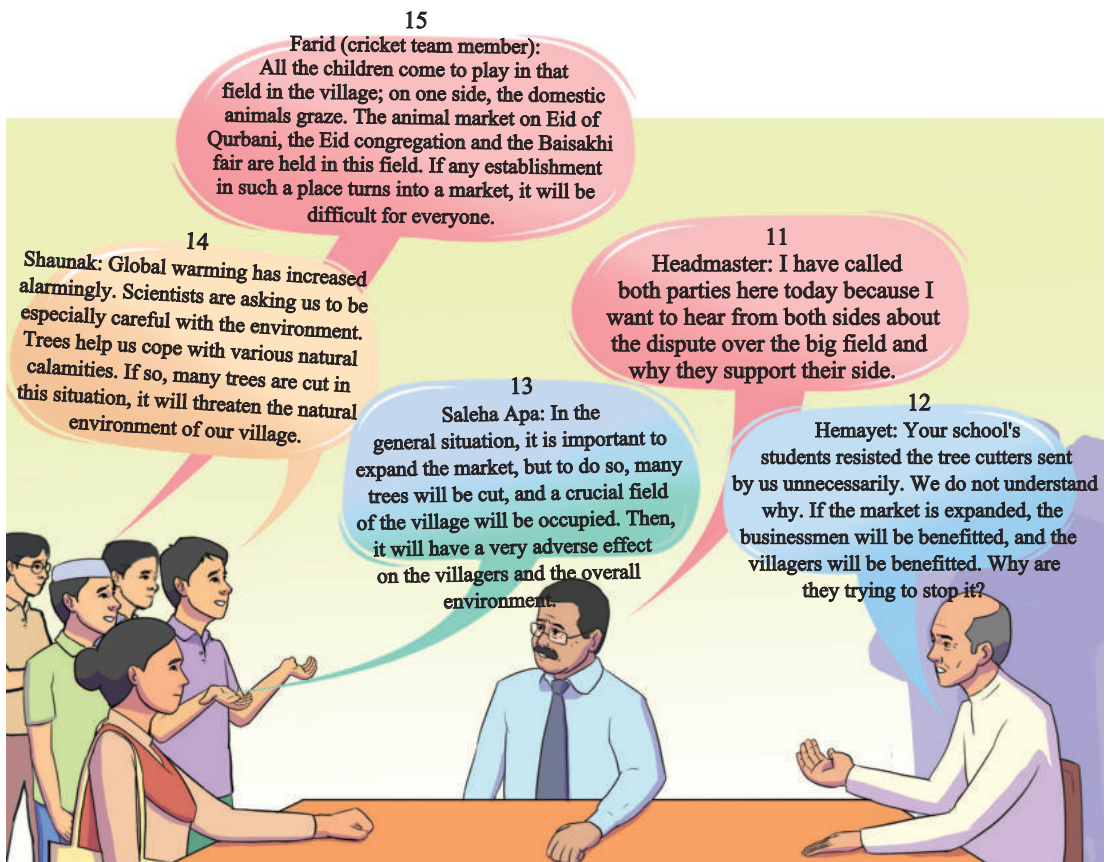
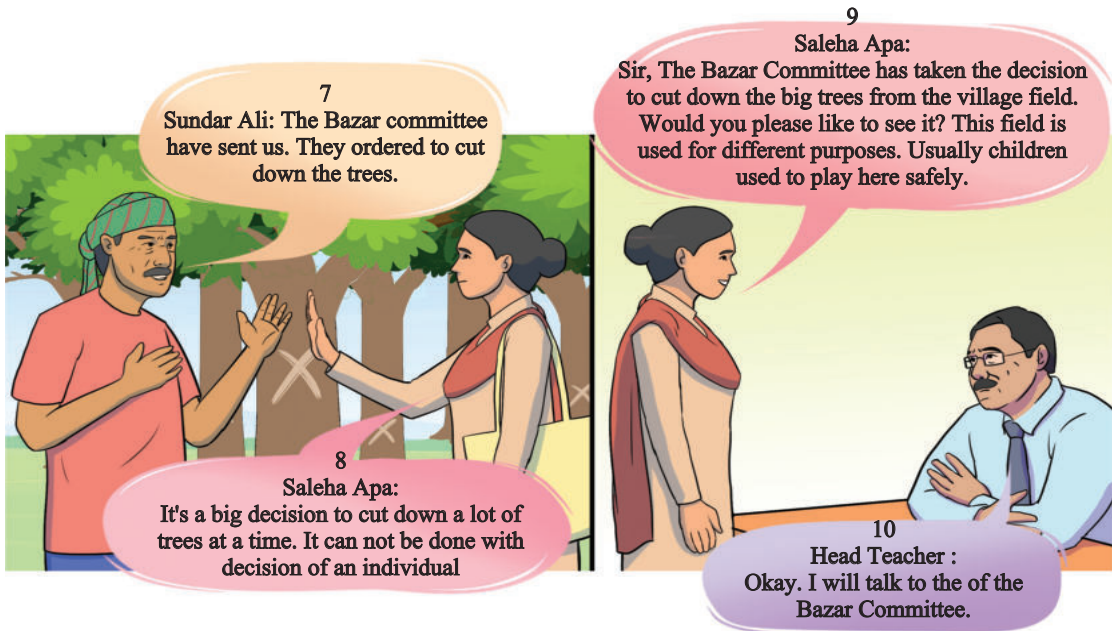


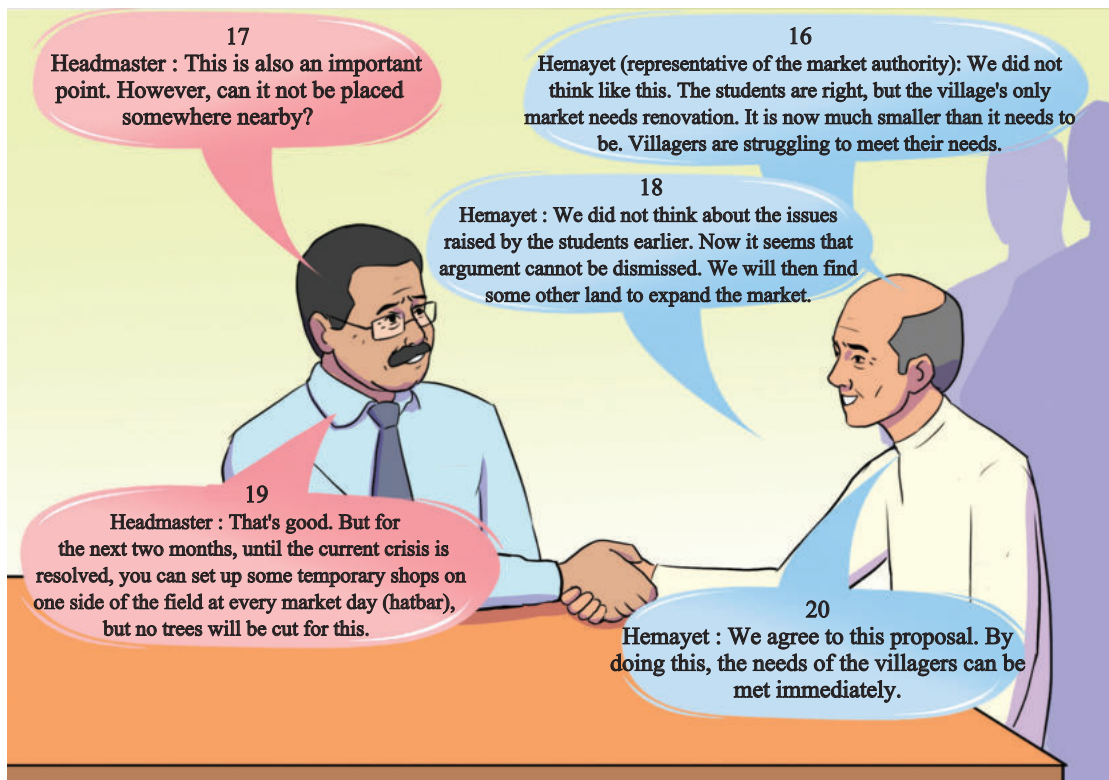
After that, they went to their teacher and got the classroom for Grade 10. Everyone was very happy with the 'Wellness Club' for the month of October.

Case 2

Shaunak is in class eight. He is the captain of the school cricket team. They regularly practice playing cricket three days a week in the afternoon in a large playground of their village. One day he saw that all the big trees in the field were marked with white paint. At first, they did not understand anything. While standing there, they saw a group of people with axes and saws. They took the initiative to cut down the marked trees as soon as they arrived. Seeing them, Shaunak and his team came running –







After that, the head teacher, Saleha Apa, the market authorities all thanked Shaunak and his team for taking appropriate steps to protect the playground and environment.

Have you ever had an experience that taught you something new or made you change how you think or act? Write about one of these experiences and explain how it had a positive impact on you in the 'My Positive Experience' chart.



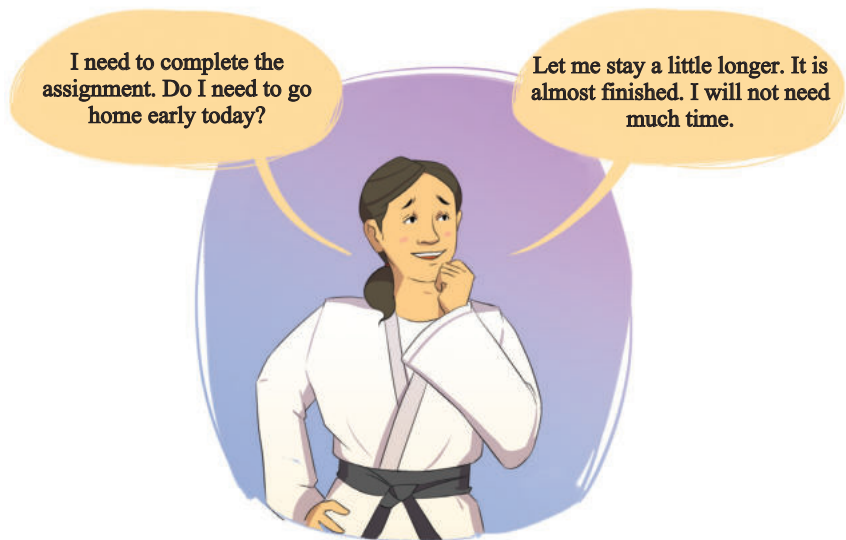
My Positive Experience

Incident	Positive experience

We think because of conflict and we have got something new and better solutions. If we can remember and share such experiences, then we will go to another step up today.

So, we have understood that conflicts are natural in different situations. Just having a conflict does not mean things are bad. Understanding why conflicts occur, reasons behind this, finding positive and effective ways to solve, help needed or not and any new ideas out of conflict and taking steps accordingly are in fact conflict management.

Usually, we see conflicts as bad things. That is why, we cannot realize our conflict-solving skills. These small conflicts can harm our relationships and our overall wellbeing. However, if we trust ourselves, we can actively handle many conflicts in our lives and make things better.



I was a goalkeeper yesterday, I played really well. The opponent could not score any goals, I defended.

But I stumbled and got hurt on my way home. It still hurts a little. I will not be able to play if I get hurt again.



It started raining heavily. Will I stand under a tree for a while?

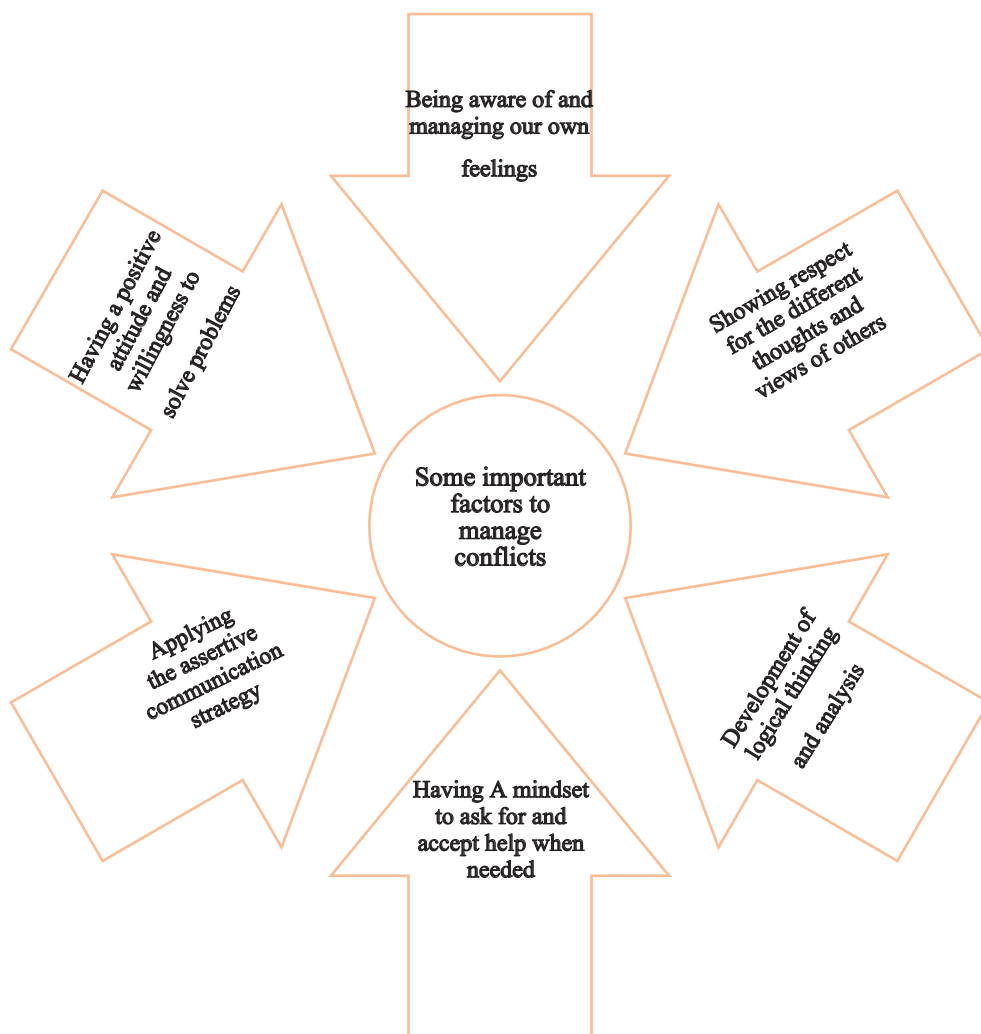
But there are flashes of lightening along with the rain. There is possibility of thunder. Taking shelter inside the school is safer than standing under a tree. It will just take one minute to reach the school.



At times, we think it is good if we do this task, while in the next moment it seems the other one is better. Such inner conflict helps us take the correct decision after analyzing the situation. It makes us more aware, as a result uncertainty reduces.

To become aware against our inner conflicts, we have reached the 7th step of the staircase of the kingdom Shantipur by crossing. We are almost there, just three steps left to go to reach the kingdom shantipur.

Here are a few important things on conflict management:



We have done the role play of conflict management based on the situation given by the teacher by using the strategies that we have learned. We have crossed one step for making story, character and dialogue and another step for conflict management role play by using positive and effective strategies. Now, only one step is needed to reach the Kingdom Shantipur.

Practicing Conflict Management Techniques

	Case or situation	The person I have conflict with	The strategy I took to resolve the conflict	If Same type of incident happens again, I want To use the strategy to resolve the conflict
1)				
2)				

My steps and experiences as planned

--

We have selected two conflicting situations, and planned a strategy to manage if it occurs again. In this way, we have reached the state Shantipur kingdom and made pact with conflict. To continue this pact, from now on we will always be conscious.

My Progress, My Mchievement

My guardian and teacher will fill in the table on next page. I will also fill in. By doing this, I will know about my progress and find out scope where I will do better. I will write at the relevant part by knowing the opinion of my friends about my participation through group activities. My guardian will write comments on a register by observing my completed tasks. The teacher will acknowledge me by reviewing my complete activities. The teacher will tell us what good I have done and how I can do better.

Evaluation table 1: My Participation and Work Done in Textbooks

	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Taking spontaneous initiative				
Respectful behaviour				
Cooperative attitude				
Quality of work carried out in textbooks				

Evaluation table 2: Evaluation of Achievements of Key Concepts of Experience through Role Play Evaluation

After the role-play, classmates will informally evaluate how they have enjoyed the script, content, process of performance, etc. Classmates from the other group will also evaluate how they have enjoyed it and give their feedback on the content and process. The teacher will evaluate and give feedback on my work process, participation, and ideas.

Role-playing group	Identified differences in planning for effective and ineffective thoughts and beliefs about conflict	Was able to use the techniques learnt from the role-playing in his own planning according to the situation	Correctly used concepts of conflict management techniques in role play
Group-1			
Group-2			
Group-3			
Group-4			

Evaluation table 3: Evaluating the Application of Acquired Skills Gained through the assessment of Conflict Management Strategies.

Name of the learner	The accuracy of personal planning strategy in conflict management	Record the activities carried out in the light of the practice related plan in the notebook/ diary/journal	Correct reflection of conflict management concepts in the works of diaries/ notebooks/ journals
Descriptive feedback			





স্বাস্থ্যসেবা : শেখ হাসিনার অবদান, কমিউনিটি ক্লিনিক বাঁচায় প্রাণ

মাননীয় প্রধানমন্ত্রী শেখ হাসিনার দশটি বিশেষ উদ্যোগের একটি হলো কমিউনিটি ক্লিনিক। গ্রামীণ দরিদ্র জনগোষ্ঠীর স্বাস্থ্যসেবা নিশ্চিত করতে সারাদেশে কমিউনিটি ক্লিনিকের মাধ্যমে বিনামূল্যে স্বাস্থ্যসেবা প্রদান করা হচ্ছে। সাধারণ রোগের জন্য এসব কমিউনিটি ক্লিনিক থেকে বিনামূল্যে ঔষধও সরবরাহ করা হয়।

Academic Year 2024

Class Eight

Wellbeing

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে
– মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

শিক্ষার কোনো বয়স নেই

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

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



Ministry of Education