

# Wellbeing

## Class Nine



NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH



১৯৭৪ সালে জাতিসংঘের অধিবেশন আলোকিত করে বাংলায় প্রথম বক্তব্য রাখেন 'সর্বকালের সর্বশ্রেষ্ঠ বাঙালি বঙ্গবন্ধু শেখ মুজিবুর রহমান'



জাতির পিতা বঙ্গবন্ধু শেখ মুজিবুর রহমান এর সুযোগ্য কন্যা বাংলাদেশের বর্তমান মাননীয় প্রধানমন্ত্রী শেখ হাসিনা জাতিসংঘে বাংলায় ভাষণ প্রদান করেন

১৯৭৪ সালের ২৫শে সেপ্টেম্বর জাতিসংঘের সাধারণ পরিষদের অধিবেশন আলোকিত করে বাংলায় প্রথম ভাষণে সর্বকালের সর্বশ্রেষ্ঠ বাঙালি বঙ্গবন্ধু শেখ মুজিবুর রহমান বলেন - 'বাংলাদেশের মতো যেই সব দেশ দীর্ঘ সংগ্রাম ও আত্মদানের মাধ্যমে নিজেদের প্রতিষ্ঠিত করিয়াছে, কেবল তাহাদেরই এই দৃঢ়তা ও মনোবল রহিয়াছে, মনে রাখিবেন সভাপতি, আমার বাঙালি জাতি চরম দুঃখ ভোগ করিতে পারে, কিন্তু মরিবে না, টিকিয়া থাকিবার চ্যালেঞ্জ মোকাবিলায় আমার জনগণের দৃঢ়তাই আমাদের প্রধান শক্তি।'

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

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# Wellbeing

## Class Nine

(Experimental Version)

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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 Nine. 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 VIII and moving to class IX.

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 ourselves the things we learn to apply in our 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.

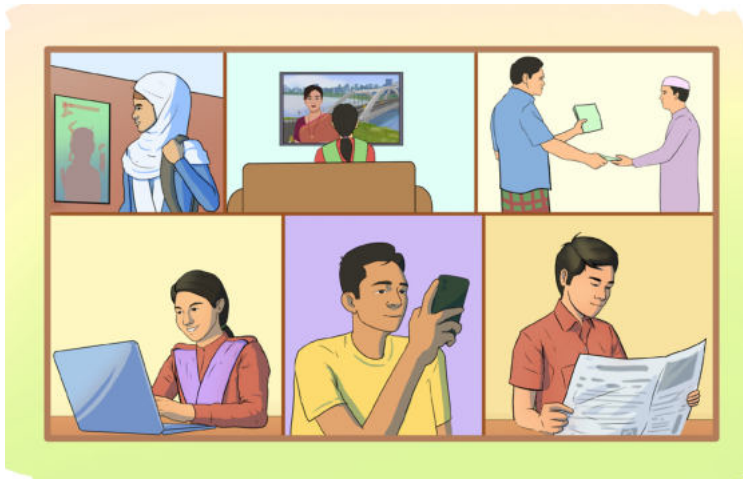
Best wishes and lots of love to all.

# Contents

<b>Be Responsible in Using Media</b>	<b>1 - 18</b>
<b>Become Aware of Our Health Rights and Easy Access to Healthcare</b>	<b>19 - 28</b>
<b>Let Us Move Forward Overcoming All the Challenges</b>	<b>29 - 40</b>
<b>Be Enlightened with own Light</b>	<b>41 - 58</b>
<b>Practice Righteousness Develop Respected Life</b>	<b>59 - 74</b>
<b>Mariner of the Mind's Vessel</b>	<b>75 - 84</b>
<b>Learn to Negotiate All Win Together</b>	<b>85 - 96</b>
<b>Soulmate</b>	<b>97 - 107</b>

# Be Responsible in Using Media

We are getting ready in different ways for our journey towards wellbeing. We are growing up with the vow to build a new society- a society, in which we will live happily and build a new world by developing our collective awareness while working hand in hand. We are committed to living a better life together. This is why, we must take the responsibility to bring about changes through awareness of the obstacles that might hinder our wellbeing We, the pioneers of the new world, will deliver the new messages from door to door.



This time, our learning experience is about media. That may include newspapers, television, radio, the internet, social media like YouTube, Facebook, and TikTok or those goods which are sold through various modes of publicity in different locations through wall writing, leaf lets, boats including launch terminals etc. These media promote different types of products to attract people so that they buy those. Some of these activities are related to food or drinks, some with cosmetics, some with clothes, or some with different package offers used with various electronic products. But, do we always get benefits from it? Our task with this learning experience is to find answers to these questions. Our current campaign will focus on how helpful the promotion of these products or various benefits is in protecting our wellbeing. We will be the the pioneers in contributing to wellbeing for all; we will be the first to circulate the message of wellbeing to all through media. Nobody has done this before. We will be the leader of wellbeing by conveying this message to everyone for the first time.



As initiators of wellbeing, we will keep us sound. We will build our healthy and happy world. This requires knowing the sources of accurate health information and acquiring the ability to verify collected information from any sources relevant to health. Therefore, let us think a little about what it takes to achieve the skills to become a pioneer of wellbeing? Yes, at first, we need to see around us the constants advertisements, writings on the wall, leaflets, loudspeakers i.e., the kind of promotion we see and hear using different media.

Moreover, how can we understand how and to what extent these campaign and advertising messages or keywords are consistent with diet, fitness, mental health, and healthy living that is our wellbeing? We will analyse and find out how they affect our life for good or bad. Then, we will deal with the harmful effects of media on our wellbeing by getting accurate information from the reliable sources. Can we be the pioneer of wellbeing if only we are okay? We need to send our messages as pioneer. Only, we will decide together as to where, to whom, and how to deliver these messages. But, this much is certain that we all, being the pioneers of wellbeing, will spread positive media campaigns to everyone, while campaigning on different platforms get more access of information with positive influence towards our wellbeing as well as to stay free from negative influences.



Together we discussed some campaigns and advertisements and tried to understand their impact. Then we will all do a task our way. We will find an advertisement that comes to our mind at this moment. Now we will think carefully about why this advertisement is remembered. What is its main message? How does this affect our daily life? We will think about and then briefly write down the answers to these questions in the notebook.

But we have done the primary task very well to become a forerunner of wellbeing. We worked with the advertisement that instantly came to our mind. We never thought about many more advertisements and campaigns that we see all the time and the ways they affect our lives. How about taking a little more time at home and observing a few more advertisements, and doing our own analysis? Let us do this now. We will try to observe and analyze three advertisements and campaigns at home. We will find out how these advertisements and campaigns also affect our lives. If necessary, we can discuss the matter with others at home. Thus, we will have the scope to see one particular issue from different perspectives. Then we will fill in the table **‘The Influence of Media in our Lives’** on the next page in the light of the information obtained from individual analysis and the views shared by others.



<b>The Influence of Media on our Lives</b>		
<b>Main message/subject matter/type</b>	<b>Positive effects on physical health, mental health and interpersonal relationships</b>	<b>Negative effects on physical health, mental health, and interpersonal relationships</b>

We have collected data using our tables. What if everyone knows about everyone’s information? This will further enrich our database, will it not? So, let us see how different media campaigns and advertisements affect our lives and what information our classmates have collected. For this, we will discuss in groups the topics and their impacts from the table and organize them for presentation based on everyone’s opinions. Then, all the groups will take turns to present.

We have learned about the different effects and details of media campaigns and advertisements from everyone in the class. What is our new understanding of the information we have received from others, along with our own thoughts and experiences? Let us take some time to think about the perceptions we have after the discussion and group presentation. Let us also think to find out effects among those that seem significant to us. From among our perceptions that we think notable, we fill in the table ‘**The Positive and Negative Impact of Media on Wellbeing**’ by writing down two media effects on physical health, two on mental health and two on social health i.e., interpersonal relationships.

The Positive Impact of Media on Wellbeing

Physical	
Mental	
Social	

The Negative Impact of Media on Wellbeing

Physical

Mental

Social

**Impact of Media on Wellbeing**

The influence of media on living our lives in a healthy way is huge. Do you remember when the world was horrified by the corona virus a short while back? At that time of danger, the campaign ‘No Fear, Awareness Wins’, gave us a great courage. We have learned a lot of information through various media about how Corona spreads, and what measures we can take to protect ourselves. There are many other campaigns and advertisements that have brought comfort to people’s lives in many occasions, encouraged them, and made them aware against many risks. For example people around the world are facing disaster due to this climate change; in this situation, the media which have informed us of what to do to save the world. We are seeing these in the present advertisements and campaigns. How about listening to the stories of influential advertisements, campaigns and the media during the time of our parents, grandparents, or great-grandparents or those in the family and neighbourhood when they were young and older than us? Then

we will know what the media was like then, and its influence. Moreover, from their experience, we may get a different idea to act as a pioneer of well-being, which can help us in our campaign. So, we will listen to the stories from the elders of our family and neighbourhood and use them in planning. At the same time, we will also find such campaigns and advertisements ourselves through various sources.



The media provides us many information that we apply in most cases to organize our lives. However, not all the information is correct or useful to us. Social media, in particular, is often seen as spreading misleading information. Remember that social media is very much open to the public, so anyone can upload any news or information they want. There is no way to verify its authenticity. On the other hand, if any news or information is to be circulated through any national media, its authenticity is verified. Often the media is seen to provide misleading information. When we are influenced

by distorted information, there is a negative change in our mindset, behaviour, and habits in many cases. This results in a potential danger of everyone's well-being i.e. health system. Even if we do not have the capacity, we often get attracted to different products, and buy and use them without analysing much. Thus, in many cases, it creates stress in the social environment and economic condition, disrupting our overall well-being. We must be aware of these things to work for ourselves and others by being the pioneers of well-being.

We may be familiar with the term 'community health' or 'social health'. Through this, we get the opportunity to keep everyone in our society healthy and prevent diseases for all, creating an opportunity to eliminate health gap in the society. The behaviour of all living in society, economic equity and the environment affect social health. In this case, the media can also play an important role in raising awareness and showing responsible behaviour by providing various information. A lot of misinformation is often seen in the media. Believing these facts, we may lead our organized perception of life to a wrong path. Raising these mistakes to everyone is also our task as the pioneers of well-being.

It is pretty much clear to us how media affects our lives, both in positive and negative ways, right? So, what is our job now? What do we want to do? We are the pioneers of well-being. That is why, we select the good effects of the media and the key messages and information of the campaigns and advertisements that are essential for our wellbeing. Using those messages, we want to make people aware of them. As it is impossible for us to raise awareness of all the important issues at once, how about selecting a few topics to address?

So, let us discuss with the teacher and decide how to choose the campaign topics, the main message, and the information of the advertisement that we want to make others aware of. Then get into groups and discuss among us how we want to work on these issues. However, we must have remembered that to ensure our well-being, we need to work considering our physical, mental, and social health. Also, can we be the pioneers of well-being if we only use the campaigns and advertisements of others? For this, we need our own message and interpretation process to attract and raise awareness among our target population nicely. We ourselves, may, however, create advertisements based on the key message and information of that campaign or advertisement, which will be more innovative as the pioneers of well-being.

The subject matter of our discussion could be like the campaign we want to work, the key message we want to spread, the sources of information, where or to whom we want to raise awareness, the planning, etc. If decision is necessary, we can include other related issues during our discussion to settle. Then we write our plans in the table **'Work on Awareness by My Group'** on the next page.

## Work on Awareness by My Group

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write or draw their group's work on awareness.

We have already planned on how to create a social awareness through the campaigns that will create a positive impact on our wellbeing. But, this is not the end; we also want to work on those which negatively impact us. There are many factors which have adverse effects on our wellbeing. Now let us all try to find out if we are attracted to any



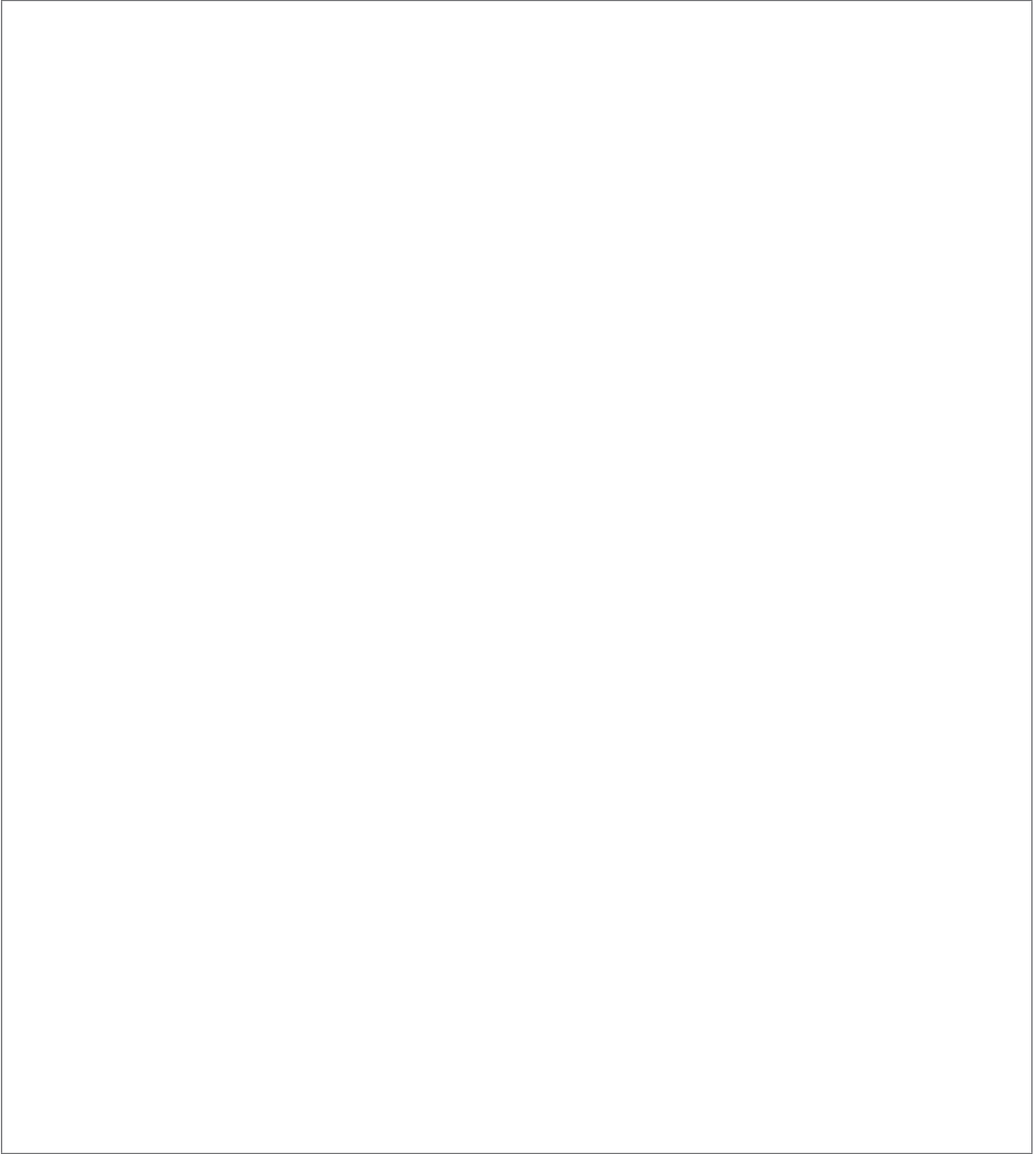
kinds of popular campaigns and advertisements that negatively affect our wellbeing practices. How about starting with us? Yes, change must always start with ourselves, right?

So, let us start with ourselves. Have we ever considered whether we are doing something negative by being attracted to campaigns and advertisements disrupting our wellbeing? This may include drinking soft drinks or eating junk food, staying up late at night on the phone or social media, feeling inferior or getting depressed by a cosmetic commercial or belittling someone or making fun of someone, cyberbullying via Facebook or being disrespectful to someone online. Now, think about what is happening around us. We will write down in our notebook what we see or hear. Taking notes of these things in our own ways will enable us to realize the negative impacts we are constantly facing.



Let us have a look at our findings. How we have been harmed by the influence of the media. Now let us make a general list of the things we found together and write in the table 'Negative Impacts of Media' on the next page.

## Negative Impacts of Media



We already know the bad effects of media in our daily life. Now we have reached the end of the road to qualify to work as a pioneer of wellbeing. Only by learning how to combat the negative effects of media, we can begin to take the lead in protecting our wellbeing. Let us discuss with friends and write in the table **‘Our Responsibilities to Fight Against the Negative Impacts of Media’** on the next page.

## Our Responsibilities to Fight Against the Negative Impacts of Media



Do we remember this slogan **‘There are ways to stay well’**? This media slogan has helped us think about better ways to stay well by removing unnecessary fear. In fact, to know the right ways to stay well, we need to use the right sources. And that requires our reasoning skills and awareness. There is a lot of positive and negative information broadcasted by media. My Wellbeing is My Responsibility-keeping this slogan in mind, we will be the pioneers of wellbeing by applying our reasoning skills and awareness. So now we think a little and discuss how to find a reliable source and write it in the table **‘Ways to know the Correct Information’** on the other page.

## Ways to Know the Correct Information



When needed, we will not only know the solution to our problems from these sources, but at the same time, we will be able to know and share other information that helps improve the quality of our lives. And this is how we will become the pioneer of wellbeing.

Do you remember, at the beginning of the experience, we said that we would be campaigning as the pioneers of wellbeing about the ways to be free from the negative influences of media? During our group discussion, we have worked out the things to be done to fight the negative impacts of media. Now, along with our friends, we will plan about what and how to promote them. Let us do the task and write the plan in the blank boxes of the textbook and inform everyone. We will also write what we want to do to keep ourselves free from the negative impacts of media.

**Our Plan on Campaigning the Impacts of Media**

**Our plans**

**The people whose help we need**

**My personal plan**



**Record of Positive Use of Media in Wellbeing Practices**

What did I do according to my plan?	How did I feel doing these? How did these activities help in wellbeing practices?	Did I face any problems while doing the tasks? How did I deal with them?	Do I need any help? If so, what kind of help do I need?

## My Progress, My Achievement

My guardians and teacher will fill in the table below. I will fill it in, too. By doing this, I will know about my progress and find out where there is room for improvement. From the group work experience, I will write in the relevant section the opinion of my classmates about my participation. My guardian will write comments after reviewing the completed work given in the book. The teacher will give me credit by observing all the activities. S/he will provide feedback on my accomplishments and offer guidance on areas for improvement.

**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 completed work in the textbook				

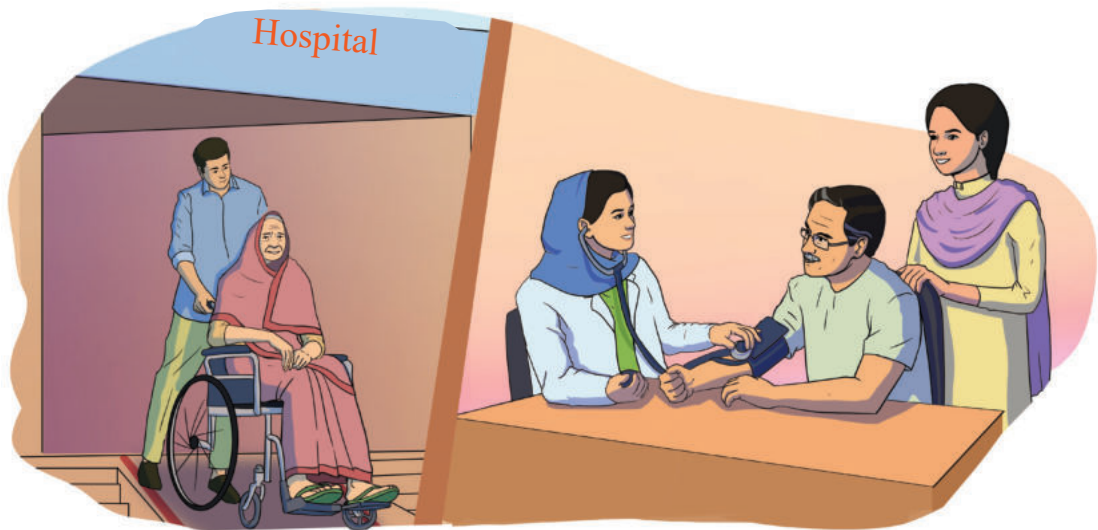


**Evaluation table 2: Participation in Various Activities to Fight Against the Negative Impact of Media and Raise Awareness**

Remarks	Desire to know the correct information	Expertise in planning to campaign the media impact	Writing in the textbooks and notebooks/diaries/ journals about the tasks related to fighting and motivating against the negative impact of media based on the planning	Proper reflection of the concepts of countering with the negative effects of media and awareness in the works recorded in the textbook diary/ book/ journal
Own				
Classmate's				
Teacher's				

# Become Aware of Our Health Rights and Easy Access to Healthcare

We have learned how to stay healthy and remain free from various types of diseases to have an excellent life. Still, sometimes we get sick. Even then, we become ill at different time of our life and go to the doctors or healthcare workers to receive healthcare. By sharing our experiences regarding healthcare and doing different activities, we can become a junior social worker. We are going to start by talking about times when we, our families, or our neighbours needed to see a doctor or get medical help. Here, we will have the opportunity to analyze the information from all and discuss with our classmates regarding how they get benefits and face problems, nature of advantages and disadvantages, similarities and differences while receiving healthcare. After that, we will learn about the rights of people who receive healthcare and those who provide it by gathering information. At some point, we will arrange a press conference to let all know about the current situation of healthcare and its all rights. Then, we will plan to do something about it and protect those rights while doing our part.. By doing this, we will be qualified as a junior social worker. Then, let us begin.



Firstly, we have discussed about our experiences on getting healthcare in our everyday lives. Next, we have gathered information from the experiences of various people from our family or other elderly and unwell person, people of different genders and orientations, and those with disabilities regarding what situation they face while taking healthcare. We have also collected information about the positive and the negative experiences that the relevant professionals and the authorities face while providing healthcare. After that, we all discussed the information we found and shared what we believe should be done in these situations.

**Problems Usually Faced by Recipients and Providers of Physical and Mental healthcare**

	Service Taker	Service Giver
Physical healthcare		
Mental healthcare		

Access to healthcare is a basic human right. It does not matter if you are rich, if you are a boy or a girl, or if you have different sexual orientations. Children and elders, and those with special needs have some specific rights to receive healthcare. Also, the people related to healthcare service provider like doctors, nurses, health workers and others also have some rights. Have we ever noticed these matters? Absolutely! When a family member becomes unwell or we need medical aid from healthcare professionals at hospitals, these are the circumstances where we engage with our rights to healthcare. We can think about how well these rights are upheld, based on our personal healthcare experiences. Additionally, we will discuss the responsible parties for safeguarding these rights.



We have learned through group work about the rights of people who provide and receive healthcare when they work together. We have also learned about the special right for children and elderly, specially challenged individuals and people of different genders and orientations. Now is the turn for each group to let others know this information through press conference. But before that, let us organize our information that we want to share in the press conference.

We have spoken to both healthcare receivers and providers. We have also collected information from other sources related to rights of the healthcare receivers and providers. Did we know all these before? There are many who do not know. As we do not know, many of us cannot enjoy our health rights. Sometimes, without realising it, we do things that can hurt other people's health rights. So, what can we do in this situation? We listened to stories from everyone about the problems they faced when they needed health assistance or gave it to others. Knowing about the right to health can help fix these problems, and we can help more people learn about it. How do we do this then? Let us wait a little for that. At first, let us do some awareness building activities within us. We will make a press note in group to let others know; but before that, we will present all the collected information about the rights to health in the table on the next page.

## The Rights of the Healthcare Recipients and Providers

The rights of the healthcare recipients		The rights of the healthcare providers
General healthcare receivers	Healthcare receivers with special needs and diversity	

Now, we will prepare a note for the press conference. Then, we will arrange a press briefing as per the advice and assistance from our teacher.



We have written a note as a group for the press conference and submitted to the teacher. Then we have conducted the press briefing.

At times, we assist in maintaining the health of our family members or acquaintances, and in other instances, we seek aid for our own wellbeing. Understanding our roles in providing and receiving healthcare is crucial. How can we determine our roles?

Let us discuss with friends to determine our roles or tasks and write them in the table **‘Our Role in Protecting Rights to Health’** on the next page.

**Our Role in Protecting Health Rights**

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Is taking care of health only something that professionals or big organizations should do? No, it is not just their job. Many of us have senior or ill people in our families, neighbourhoods, or familiar circles. We can ensure that they get the care they need and respect of their rights by being kind and helpful, right? Now, we will write in the table below about what we want to do as a Junior Social Worker for this role.

**My Role in Caring of and Protecting the Health Rights for the Unwell and Elderly People in the Family**

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When we started this journey, we promised to share our knowledge about health rights with others to help them understand. In this way, we can be a good social worker. Now, let us prepare our plan together through group discussion to make people aware. We can talk about what we want to do, where and who we want to inform, and the steps we will take. Then, we will complete the ‘**Health Rights Awareness Plan**’ table based on our own decisions.

### Health Rights Awareness Plan

Our plan	My job in implementing the plan

In this experiential learning, we have participated in many programme to become a Junior Social Worker in the area of healthcare. We have learned about taking care of health and made plans to help others understand too. Now, it is time to do work as planned. This is how we can play a significant role in keeping people healthy as junior social workers.

As per our plan, we will practice the tasks throughout the year and write down in the table ‘**My Tasks as a Junior Social Worker**’ on the next page. According to the instructions of the teacher, we will take the initiative to show it to the teacher from time to time.



**My Tasks as a Junior Social Worker**

What did I do according to the plan?	How did it feel to do the tasks? How did these activities help in maintaining wellbeing	Did you have any problems doing the work? How did I face these?	Need any help? If so, what kind?

## My Progress, My Achievement

My guardians and teacher will fill in the table below. I will fill it in too. By doing this, I will know about my progress, and find out where there is room for improvement. From the group-work experience, I will write in the relevant section the opinion of my classmates about my participation. My guardian will write comments after reviewing the completed work given in the book. The teacher will give me credit by observing all the activities. She will provide feedback on my accomplishments and offer guidance on areas for improvement.

**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 textbook Activities				

**Evaluation Table 2: Participation in Various Activities to Protect Health Rights and Raise Awareness**

Remarks	Empathetic and responsible attitude and role playing in the care of elderly and unwell person	Active role for press briefings	Reflecting skills and understanding of content in reporting to raise awareness
Own			
Classmates'			
Guardian's			
Teacher's			

# Let Us Move Forward

## Overcoming All the Challenges

Most of us enjoy playing sports. Nobody wants just to study or work all day. In addition to studying or working, if we do physical exercise or play sports at a certain time every day, then both our body and mind will remain good. Ratan, a student of class IX, knows this well. He always takes part in sports himself.



One day at the wellbeing session, Ratan said to the teacher that he wanted to talk about something with everyone. With the teacher's permission, Ratan shared the following experience.

Ratan and Manik are siblings. Ratan is a very good football player. Ratan's school football team will play the final in the inter-school football competition tomorrow. Ratan is very excited about his performance. He was discussing this with all while taking meal. Manik was listening everything very attentively. Manik has issues with his leg since his birth, he finds it difficult to walk. Sometimes Manik wants to play in the field. Everybody suggests him to play indoor games when he shares his intentions with them. But, Manik wants to play in the open field just like and with Ratan. Even today, he becomes sad to hear about the match at the dining table. After the meal, Manik wishes his brother the best for tomorrow's match and goes to his room. Meanwhile, Ratan rightly notices the way Manik listens to everything silently at the dining table. Ratan feels sad inside for his brother. Ever since he was little, Ratan wanted to play with Manik. However, Manik's leg issue made it difficult for him to join in, and others discouraged Ratan from playing indoor games with Manik since Ratan is really good at outdoor sports like football. So, Ratan never played those games with his brother. However, today, Ratan is feeling really upset.

Have we ever noticed whether we can play all the games? No, we can't. Why not? What is stopping us? So, those who want to play, their desire will not be fulfilled! Well, are there any rules or ways for everyone to play together like Manik?

During this Learning experience, we will search answers to these questions. Our goal is to figure out how we can all have fun doing exercise or playing sports together. So, the first thing we will do is to find out who among us cannot join in the regular games we usually play and what stops them. Then, we will discuss ways for everyone to participate in the games. After that, we will learn about the chances, involvement, and rights everyone has in sports in our country and worldwide. Finally, by using our knowledge, skills, and experiences, we will come up with an idea for everyone to take part in sports and enjoy the game together.



Ratan is thinking about Manik. Well, did we ever think about this? Is everyone able to play all the games? Why not? What are the obstacles? Let us talk about it with the friends sitting next to us, and two of us will make a list in the table 'Popular Indoor and Outdoor Games that Everyone Cannot Play' on the next page.

## Popular Indoor and Outdoor Games that Everyone Cannot Play

Types of games	The name of this game	Why can't? what are the obstacles?
<b>indoor</b>		
<b>Outdoor</b>		

Together with friends, we have identified some popular games that not everyone can actually play, they can be physically challenged and differently-abled or anyone else. We have further identified why everyone cannot participate in all types of sports.

Now let us find a way so that everyone can participate in the game like Ratan in the story. For this, we at first, discuss in groups and fill in the table '**Let us all play together**' on the next page.

## Let Us All Play Together

Name of the game	Ways to involve everyone	What we can do



After group discussion, we have presented in the class our roles as to how we can ensure everyone, including those with physical and mental challenges, can participate in sports. We have listened to what the teachers and our friends had to say. We have also discovered that there are many sports events worldwide for differently-abled people. We have gathered and shared more information about what differently-abled people can do in sports in our country and globally. We have also learned about something called “**unified sports,**” where differently-abled people and others play sports together on a team.

Let us compare what we know with the following facts about sports for differently-abled people:

If differently-abled people take part in regular exercise and games, their physical and mental health will improve. As per their abilities, there are arrangements for the differently-abled learners to participate in sports with general students, and the rules are relaxed accordingly. If required, based on the nature of the disability, special sports facilities are arranged to suit them. During sports and exercise, there is a rapid development of mutual understanding and friendships between differently-abled and regular students, which play an important role to keep up mental growth and wellbeing of the differently-abled students.

Various games are played as unified sports by making a team comprising of differently-abled and regular learners. Regular students assist differently-abled learners of their own team as partners in playing and training. Unified partners need to be at same age and possess similar qualifications.

### **Inclusive Sports for Differently-Abled Individuals: Ensuring Access, Participation, and Rights**

**5-a-side football:** Each team has a total of eight players including three extra players. Three differently abled players and 2 unified partners (not differently abled) play together. The duration of the game is 30 minutes with a 5-minute break.



**7-a-side football:** Each team has a total of twelve players including five extra players. Four differently abled players and three unified partners (not differently abled) play together. The duration of the game is 40 minutes with a 5-minute break.



**5-A-Side basketball:** Each team has a total of twelve players including seven extra players. Three differently abled players and two unified partners (not differently abled) play together.

**Unified athletics:** In unified athletics, normal students team up with visually impaired students for running events. The hands of differently abled student and the unified partner (normal student) are tied during running. The right hand of one is tied to the left hand of other by a rubber.



### **Softball throw (softball throw)**

The referee will inform at the beginning to the learners about how many balls they can throw. A line measuring up to 2 to 3 meters or a circle has to be made. Each student will have to throw the ball from behind the spot or from the centre of the circle. The student who throws the ball the farthest wins.



### **Wheelchair basketball**

Differently abled persons specially those who cannot walk, can play basketball in wheelchairs. Each team has a total of seven players including two extra players. During the game, five players from each team play.



## Hockey (Field hockey)

Field hockey is a sport with potential for success in international competitions for Bangladesh. Regular training can help master the skills needed to play this game.



- Playing area : Flat and clean ground.  
Equipment : Hockey stick, hockey ball, two goal posts with net.  
Number of players : Each team has a total of 16 players with 5 extra players.  
Playing time : 60 minutes

**1st Half:** Following the initial 15 minutes of play, there will be an additional 15-minute period with a 2-minute break. Subsequently, a 10-minute halftime break will take place.

**2nd Half:** After the first 15 minutes of the second half, there will be another 15-minute session with a 2-minute break. However, the number of students participating might be fewer during this period.

Let us find some games ourselves so that we can all play together with the differently abled people. How can we relax or change the rules of playing these games so that everyone can enjoy these games together? For this, we will make a plan through group discussion and by following this plan, we will get habituated through practising these games.

## Our Plans for Suitable Sports for Differently Abled Individuals

Serial	The name of the game of my team	How to relax or change the rules of play
Game 1		
Game 2		

We have planned to play with everyone. Now it is time to play with everyone. Now we can play together with Ratan and Manik, right? If there is a differently abled person among our family members or friends or neighbours, we all will also share the joys and pains together. We will be everyone's friend, and we will move forward.

According to our plan, we will practise the work throughout the year and write it down in the table '**We All are Playmates**' on the next page. According to the teacher's instructions, we will take the initiative to show it to the teacher at regular intervals.

**We All are Playmates**

What did I do according to the plan?	How did It feel to complete the work? and How these tasks help to practice wellbeing?	Did We face any difficulties to complete this task? How did I overcome this?	Do we need any help? if so, what kind of help?

## My Progress, My Achievement

My guardians and teacher will fill in the table below. I will fill it in too. By doing this, I will know about my progress, and find out where there is room for improvement. From the group-work experience, I will write in the relevant section the opinion of my classmates about my participation. My guardian will write comments after reviewing the completed work given in the book. If guardian cannot write, anyone can write by listening to their opinion, and if no one is there I can write. The teacher will give me credit by observing all the activities. S/he will provide feedback on my accomplishments and offer guidance on areas for improvement.

**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 textbook activities				

**Evaluation table 2: Selection of Games Suitable for All and Participation by Bringing the Necessary Reforms in the Game**

Remarks	Creative thinking and attitude towards selecting games suitable for all and relaxing the rules and bringing changes to play the games	Awareness and supportive behaviour towards the special needs of differently abled students during participation in sports	Taking initiatives to play with differently abled students/family members
Own			
Guardian's			
Teacher's			

# Be Enlightened with Own Light

Adolescence is when we start dreaming. It helps spin the web of dreams. Our colourful desires and dreams begin to spread like branches in our minds. These wishes float in the imaginative sky like kites of different colours. When our dreams come true, we feel overwhelming happiness. With the vigour of youth, we wander in the sky by spreading the wings of dreams. Sometimes, our dreams face setbacks and obstacles for various reasons. We might feel disappointed or frustrated. We slip but never stop. It is indeed the boundless energy of youth helps us stand tall once more. Adolescence teaches us how to skilfully handle the challenges and problems that come our way during this time. We overcome obstacles and difficulties following the guided path of youth. With youth by our side, we wear the crown of victory, conquering all challenges that come our way.





We have already learned adolescents' different challenges and how to handle them. Now, we will explore the various risky behaviours of adolescents and ways to address them.

Let us now begin our victorious journey. At first, we will carefully read the two cases below.

### Case-1

A student named Fringchi studies in class eight at a village school. She is a regular attendee, very self-aware, and excels in her studies. Her home is about two and a half kilometres from the school. So, she walks there and returns daily. Fringchi never misses the morning assembly. However, she has been showing up late at her school recently. The teachers have noticed this. One day, her class teacher enquires about it. One day, her class teacher has asked her the reasons for reaching late in school. It turns out that a mischievous boy from her neighbourhood teases her on her way to school, tries to engage her in conversations and scare her in various ways. To avoid him, she takes a longer route. While explaining, Fringchi starts crying and asks her class teacher for assistance.

### Case-2

Rupak is a brilliant student. The students and teachers of the school he studies, all know him by his name. But for past few days, he seems unmindful. He does not come to school regularly anymore nor join class activities like before. This change does not go unnoticed by Rupak's class teacher, who feels concerned. Initiating a conversation with Rupak, the teacher enquires about his behaviour, but Rupak's response is not satisfactory. In the end, the teachers had to discuss with his parents and found out that Rupak played game continuously with his mother's mobile phone. Rupak's parents, in no way, is able to keep him away from the addiction of mobile games. And this is creating unrest in the family.

After reading the above cases, don't you think that such incidents of harassment, violence, and risky behaviour are happening in our own family or neighbourhood. We also know about many similar incidents through newspapers, television, and Facebook etc. When these things happen to people close to us, like friends, neighbours, or relatives, we can understand the immense pain they go through. These are indeed very upsetting for everyone. We certainly do not want anyone to endure such sufferings.

The suffering they face saddens us, and we want to be there to support them in their tough times. Through this experience, we can create opportunities to stand by them and offer our help. Additionally, we will also explore ways to prevent such incidents from occurring, not only in our own lives but also in the lives of others.

In the beginning, we will try to find out the incidents happening in the lives of people around us like the types of sexual abuse, violence and other risky behaviours. How can we get that information? We can recall events that have occurred in our own life or in the life of someone we know or that we have known or heard about in some way. We will summarise these incidents briefly and submit them to our teacher. We can write the case of any one. But we will not mention anybody's name. Even if we know the names, we will not share those with friends.

After distributing among ourselves, we have read and discussed the incidents that we have written together. Through these events, we have learned about the different types of sexual harassment, oppression, violence, and risky behaviours that people around us face. We have gained an understanding of the nature of these incidents, who the usual victims are, and their impact.



Now, we will sit in groups to share our own experiences. We will also make and display posters using our collected information. What we have learned from these posters regarding incidents occurred around us. We also made and displayed posters based on our experiences. Through these posters, we will record what I have learned about the various incidents and their impact. This information will be useful for our future efforts to prevent such incidents and determine the actions we can take if they occur.

**Sexual Harassment, Violence and Other Risky Behaviours and Its Impact and Outcome**

<b>Sexual harassment, oppression, violence and other risky behaviours</b>	<b>Impact</b>	<b>Outcome</b>



The poster exhibition has helped us learn from our own experiences that sexual harassment, oppression, violence, and other risky behaviours are occurring around us. We have also learned their impacts and outcomes. Do we realise that these behaviours always lead to negative effects? What steps can we take to prevent such incidents? Do we all know how to protect ourselves from them? We have realised that it is important to learn more about this to keep ourselves and others safe from their influence. Let us try to understand what we can do to stop **‘Sexual harassment, Oppression and Other Violent Behaviours.’**

### Sexual Harassment, Oppression and Other Violent Behaviours:

- Unwanted physical contact.
- Using indecent language, gestures, improper conduct or displaying inappropriate images or videos.
- Using inappropriate and sexually motivated language/ throwing jokes with provocative gestures, and expressing such intentions through letters, phone calls, mobile messages.
- Imposing the above things through physical and psychological pressure.

We will keep in mind that this kind of harassment and violence against any person, in any place, in any situation, will be considered sexual harassment and violence. So, we ourselves will not treat anyone like that. Initially, we would find a way to avoid the behaviour that we said would happen to anyone.

Now, we will explore what we can do to protect ourselves from doing sexual harassment, oppression and the other risky behaviours, and becoming its victims. First, we have to understand which questions need to be answered in this area. So, let us make a list of questions to which we want answers. Then, we can find the answers to these questions ourselves. However, what will happen to the questions to which we do not have answers? Well, now we know that we can get information using different sources. In this way, we will find the answers. Also, we can always ask for the help of teachers and others. Then we can do one more thing. That is, when we have finished collecting data, it is better if we can verify this with someone experienced in the field.

Absolutely, having an expert guest will provide us with valuable insights into understanding sexual harassment and violent behaviour, as well as the potential harm they can cause. Learning about preventive measures will be crucial. Additionally, understanding the legal remedies available for victims in our country and how to address mental distress is equally important. We will check our correct answers to the questions with our special guest and will get clear idea on our perspectives.

Let us organize our ideas on ensuring protection against sexual harassment, oppression and the other risky behaviours and write in the table 'Our Thoughts on Protecting Ourselves from Sexual Harassment, Oppression and Violence'. This proactive approach will empower us to contribute to a safer environment for everyone.

### **Our Thoughts on Protecting Ourselves from Sexual Harassment, Oppression and Violence**

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Now it is time to hear about it from our expert guest. This is an opportunity to get appropriate information about sexual harassment, oppression and violence. Let us match our thoughts on protecting ourselves against sexual harassment, oppression and violence with the information of the guest. We will also know the questions that we did not find the answer to. If any more questions come to our mind while listening to the guest, we will ask and get the answers without hesitation.

We have got the answers of all the questions we had from our expert guest. Now, for sure, we can take responsibility for our own safety. Being able to take responsibility for our protection, in fact; is a growing up. We must congratulate ourselves because we have become aware, skilled, and competent as we grow up. Like this, we will continue the good work. Now, let us write down the strategies that we can use to protect ourselves in the light of our own experience.

We match the answers to our questions. We have got some more important information from him. Along with the important information in the box below on sexual harassment, oppression and violent behaviours, we add information from our guest expert and other significant facts which we need to know and remember.

### Key Things to Remember

- Anyone, regardless of their gender, can be a victim of sexual harassment, oppression and violence.
- Under Bangladeshi legislation, sexual harassment, oppression, or violence is a punishable offense.
- In case of urgent assistance, one can quickly seek help by dialling 109, 999, or 333.
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Being self-aware is essential for our safety. We face different situations daily, each with its unique requirements. Is it possible for others to always be around us or work to protect us? Depending on others in all situations will not help us grow. The skills to take responsibility on our own will also not develop. It is vital to understand the actions we can take to ensure our safety in any circumstance. Only then, we will be able to stay safe by applying the above techniques. Also, when necessary, we can turn to someone reliable for assistance.

There are Sexual harassment, oppression and violent behaviours that create complications in personal and social life. Sometimes our own unconscious behaviour towards others sexual harassment, oppression and violence can create situations. In whatever ways it occurs, such behaviour is very harmful to our mental, physical and social health.

At the beginning of this experience, we decided that we would work to prevent sexual harassment, oppression and violence, and support those who have fallen victim to such incidents, do we remember? We have learned through various activities about what opportunities we have. Now let us think about what we want to do so that others like us can take advantage of these opportunities. Before that, let us read the inspiring story of Sadat Rahman.

**A teenager named Sadat Rahman from Narail developed a mobile app called ‘Cyber Teens’ to stop sexual harassment, oppression, and violence in his area. Falling victim to these kinds of torture, many people have been able to complain locally through this app, and as a result it has been possible to bring the criminal under legal punishment. He has been awarded ‘The International Children’s Peace Prize’ in 2020 for this contribution.**

Like Sadat Rahman, we can also work to prevent and deal against harmful social activities through various creative thinking and tasks. We can work towards this goal individually and collectively from our own position.

Our awareness and skill in using strategies help us to avoid such problems. So, let us now look at what we have learnt about what to do to prevent sexual harassment, oppression and violence and what we want to do in case of such an unexpected incident. Then let us write in the table ‘**My Task on Safeguards-1**’ so that we can use these strategies if necessary.

## My Task on Safeguards-1

**My Strategy to Protect Myself against Sexual Abuse, Oppression and Violence**

**What I will Do When Anyone Falls Victim to Sexual Abuse, Oppression and Violence**



At the beginning of our experience, we have talked about few more risky behaviours during adolescence. These activities take a lot of our time, leading to a sort of addiction. Sometimes, we become victims of these behaviours. While at other times, we do these behaviours without truly understanding ourselves. External pressures might also compel us to take part.



Now, let us examine the behaviours that tend to hurt us the most when we get involved. Here are the four that we believe teenagers frequently engage in. We will mention those four in the table '**Risky Behaviour**' below:

### Risky Behaviour


**If we do not take proper steps consciously against the behaviours that create a negative impact in our everyday lives, gradually, they may become addictions.**

**As a result:**

- Everyday lifestyle, i.e., everyday activities, study, sports, and even sleeping, get disturbed.
- Gradually, we become habituated to those behaviours and spend more time on them. We often see and realise considerable damage has already occurred, yet we do not want to move away. Sometimes, if someone asks to stay away, we get angry. Often, we misbehave and we feel bad later and become angry with ourselves.
- We feel uneasy in our body and mind when we want to stay away from those things, we become dependent on. Even illness results.
- Negative impact on body and mind leads to worsening of interpersonal relationships. As a result, overall well-being and good health are disrupted.

Many of our friends spoil their life involving themselves in such hazardous behaviour. If we know how to keep ourselves away from spoiling our life, we can protect ourselves and help others. Therefore, we just need to know how to make it possible. We can invite an expert again who is a specialist in this matter.

We have learned from the expert that anything excess in any behaviour can be bad for us. Now, let us write in the table **‘Risky Behaviours that may Lead to dependence and Addiction’** below those unsafe behaviours which we think may create dependency and addiction during adolescence.

<b>Risky Behaviours That May Lead to Dependence and Addiction</b>
<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

Now, let us use the ideas of how we can utilise the information we have gathered from the expert guest to stay safe, and fill in the table ‘My Task on Safeguards-2.’

### My Task on Safeguards-2

Steps to Keep Ourselves Protected

Steps We Can Take If Our Classmates/Friends/Or Others Do Risky Behaviours

## Our Safeguard Team

We have planned to use different strategies to safeguard ourselves. We will now help our family, relatives, and contacts by applying our knowledge and skill.

Let us, then, form a team to keep our school safe. If there is a relevant team in our school, we will talk to them. We will share our plans with them. In case, there is no such team in the school, our first task will be to form a ‘**Safeguard Team**’ with a subject teacher of safeguard being the adviser. The team will work to prevent sexual harassment, oppression and violence, and raise awareness against risky behaviours and addictions. So, for this, we prepare an action plan about what work we want to do and who will take responsibility for what work in order to make aware the other students of our school.

### Workplan of the Safeguard Team

Subject	Groupwork related to the subject	My personal responsibility
Preventing the sexual harassment, oppression and violence	For the students	
	For the Guardians	



A policy was made by the High Court on 14 May 2009 to prevent sexual harassment in educational institutions and workplaces. It is mandatory to follow and observe this policy in all public, private educational institutions and workplaces in Bangladesh until an appropriate law is enacted in this area.

The policy states -

- to raise awareness against sexual harassment
- to develop awareness against the negative impact of sexual harassment
- to create awareness that sexual harassment is a punishable offence.

In continuation with this, the Government has introduced a policy on 2 May 2023 to prevent, solve and end the social crimes like bullying and ragging. This policy was published in the Bangladesh Gazette on the 29 June, 2023.

We must have noticed that we have already prepared our plan by knowing the aims of the policy. We are working to raise awareness in our institution to prevent sexual harassment.

If anyone faces a situation relating to sexual harassment, oppression and violence, then, they can directly inform the ‘Sexual Harassment Prevention Committee’ of the school to take necessary measures. If anyone gets afraid of or hesitates to complain, they can let the ‘Sexual Harassment Prevention Committee’ know through the advisor/team leader/any teacher or any responsible or trustworthy person. Even if we know that someone is involved in a risky attitude and addiction, then, to help them, we must inform about this to the assigned advisor, head of the team, or any other teacher or responsible and trustworthy person and someone who can help.

As per our plan, we will practice all the activities throughout the year and write them in the “My Task to Get Protection from the Risky Behaviour” table below. Based on our teacher’s instructions, we will show it to our teacher at regular intervals.

**My Task to Get Protected from the Risky Behaviour**

<b>What Have I Done as per the plans?</b>	<b>How have I felt doing the activity? and how these activities have helped to protect wellbeing?</b>	<b>Have I faced any problems doing the activities? How have I faced those?</b>	<b>Do I need any help? If yes, then mention its kind?</b>

## My Progress, My Achievement

My guardians and teacher will fill in the table below. I will fill it in too. By doing this, I will know about my progress, and find out whether there is a room for improvement. From the group-work experience, I will write in the relevant section the opinion of my classmates about my participation. My guardian will write comments after reviewing the completed work given in the book. The teacher will give me credit by observing all the activities. S/he will provide feedback on my accomplishments and offer guidance on areas for improvement.

### Evaluation Chart 1: My Participation and Tasks Done in the Textbook

	My remarks	Classmates' remarks	Guardian's remarks	Teacher's remarks
<b>Taking Spontaneous Initiative</b>				
<b>Respectful behaviour</b>				
<b>Cooperative attitude</b>				
<b>Quality of the textbook activity</b>				

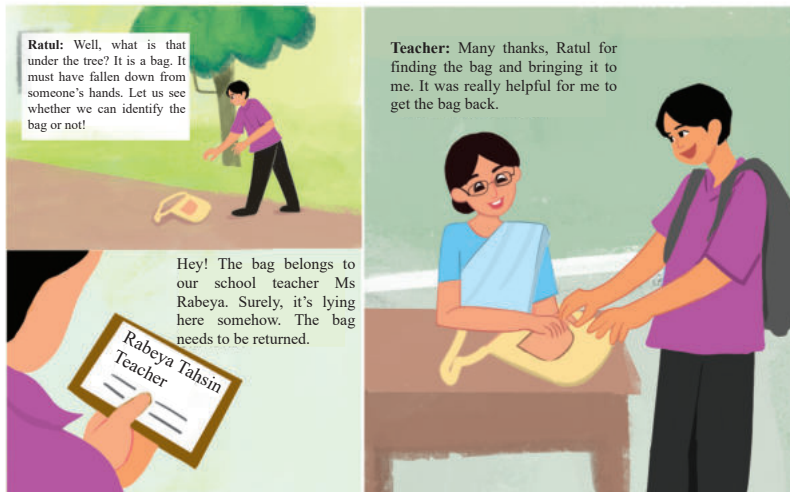


**Evaluation Chart 2: Managing Risky Behaviours of the Adolescence and Motivating**

<b>Remarks</b>	<b>Awareness for identifying risky behaviours during adolescence</b>	<b>Management skills for risky behaviour of the adolescent</b>	<b>Skills for supporting others in managing risky behaviour during adolescence.</b>
<b>Own</b>			
<b>Guardian's</b>			
<b>Teacher's</b>			

# Practice Righteousness Develop Respected Life

According to a newspaper report, Mr. Ahmed got a special award called the Righteousness Award. Ripon didn't really understand well the word 'Righteousness, but guessed something good had happened. Otherwise, the he wouldn't have received the award. Ripon went to school thinking about this. Together with few of his friends, he wanted to understand this, but still the things remained unclear. So, they decided to ask their teacher, Nirmal sir. Ripon asked as teacher entered, "Sir, what is righteousness?" Nirmal sir explained that it is doing good things that help not only us but also others, society, and the country. He did the task without being asked and took responsibility on his own without expecting any assistance from anyone. They understood now; Mr Ahmed did some good things and received awards from the Government. When Nirmal Sir asked why they wanted to know the meaning of this word, they informed him about the news.

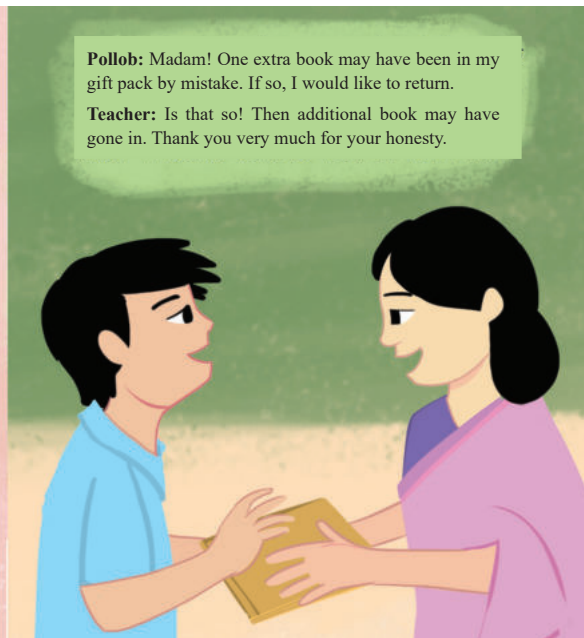


Sir said that we all do good things in our lives, like returning lost items or admitting our own wrongdoings, even if no one saw them. Acknowledging our dismissal in cricket,

even if it went unnoticed by others. It is not to do things which are harmful, do those with full responsibility which are good for everyone, stand against injustice.

Bithy asked if good deeds get rewarded. Sir said, “Yes, it does, but we can reward ourselves for our good work.” Everyone was surprised and asked how. Sir told them to open their mind to understand it fully. Then, let us do some task to understand how it is possible and what rewards we want to give ourselves.

The way Nirmal sir has made them understood, we will also try to understand how we can reward ourselves by doing good. First, we will see how good actions make our lives better by thinking about times we improved ourselves. Together, we will create a integrity wall. We will plan and practise doing the right thing in different situations. In this way, we move forward towards the reward. We will decide what rewards we want to give ourselves as recognition. We will also set some righteous elements for ourselves so we can become a responsible citizen in the society with intentions and efforts.



In the beginning, let us see if we do any good work? Something that nobody tells me to do, none sees me to do; none even notices me. Can I recall? Now, let me think of another work which like before, no one asks or sees me do, rather overlooks; I have done it myself, and after doing it, I have felt that it is not rightly done, and I should not have done it. I am not feeling good at all after doing it. Let me write these two incidents my way in my notebook or paper.

I have written two events from my personal life and reviewed them. What have I got? Is there any difference between my feelings and thoughts based on these two incidents? Let us review these two events and write down my current experiences and how the two tasks on those events have affected my life in the table, 'My Experiences'.

### My Experiences

<b>Incident 1</b>	
<b>The reasons or ideas behind doing the task</b>	
<b>Feelings after doing the task</b>	
<b>Impact of the task in My Life</b>	

## My Experiences

Incident 2	
<b>The reasons and ideas behind doing the task</b>	
<b>Feelings after doing the task</b>	
<b>Impact of the task in My Life</b>	

We have analysed these events ourselves. Nevertheless, we are the neutral analysts here; we do not have anything in our mind about what people from outside will think or not consider. In this way, we have also become aware of the positive and negative effects of these two events in our lives. Moreover, we get to know ourselves deeply, don't we? And, we can do this ourselves, we do not need anyone else. Do we want to know more?

Let us take a moment to think about other situations in our lives that we have been exposed to. Things that no one knows and I do not want anyone to know. But when I remember, I feel embarrassed or down. Sometimes, I feel like it would have been better if I do not say this or I have done the work suddenly. But now it seems, I haven't done right. The incident can occur in the class, family or anywhere else. Let me write my way briefly in the table on the next page about some more incidents from my memories; there is no need to share them with anyone. Now, let us revisit our incidents. Think, do we experience and perceive the earlier incident in the same manner at present? What else we are thinking and how do we feel.? Let us write in the table '**Today's Thoughts on That Day's Incident**' on the next page regarding what we would do if that day's event occurred again .

## The Tasks to Which We Feel Embarrassed

### In the Class and School

### In the Family

### With Others

We can revisit our past incidents now. Do I experience and perceive the earlier incident in the same manner at present? Let me also document my thoughts, emotions, and how I would react if it occurred again and fill in the table **‘Today’s Thoughts on That Day’s Incident’** on the next page.

Academic Year 2024

**Today's Thoughts on That Day's Incident**

<b>Incident</b>	<b>Idea</b>	<b>Feeling</b>	<b>What will I do if it happens now?</b>	<b>Reasons</b>
<b>Incident-1</b>				
<b>Incident-2</b>				

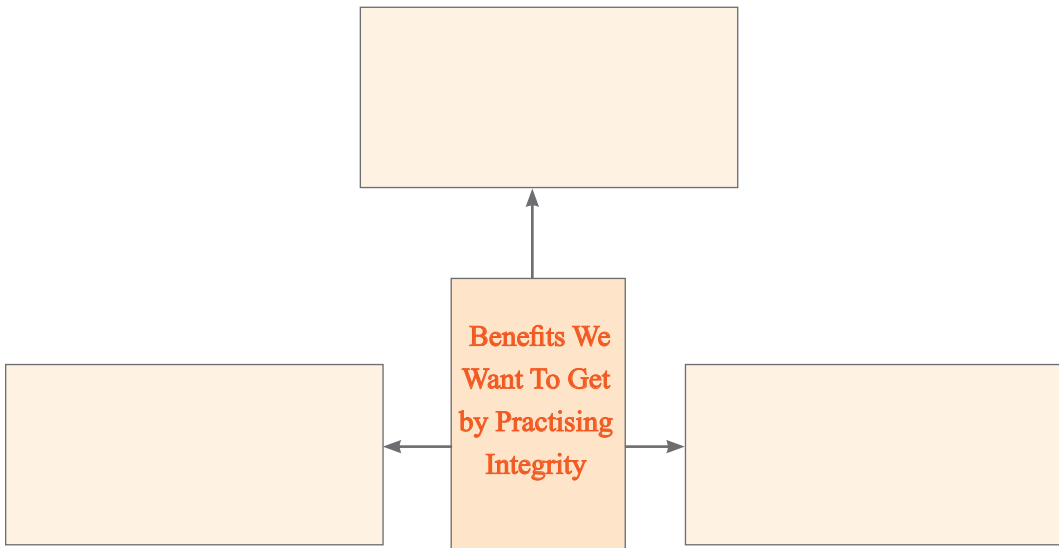
Can we understand that sometimes we do things unconsciously that our mind does not allow? There is an entity or an element of righteousness within us, which always remains alert. This being acts as our internal judge. It always wants to prevent us from wrongdoing, wants to protect us. That is why whenever we do something wrong, knowingly or unknowingly, that inner judge cannot accept it. As a result, we feel restless. Even if no one knows or understands, we feel down inside. This is because we always want to be an honest, responsible, and good person and live with dignity.

Is not the topic deep and interesting at the same time? Do we want to be down in front of our inner judge? Or do we want to hold our heads high so that we can respect ourselves for good deeds? If we are more aware of ourselves, then by using our intellect, we can practise righteousness in our mind and actions. Let our work be simple and transparent, let us not cause harm to anyone. We must be aware about this on our own. The inner judge, which we refer to as conscience, alerts us to these matters

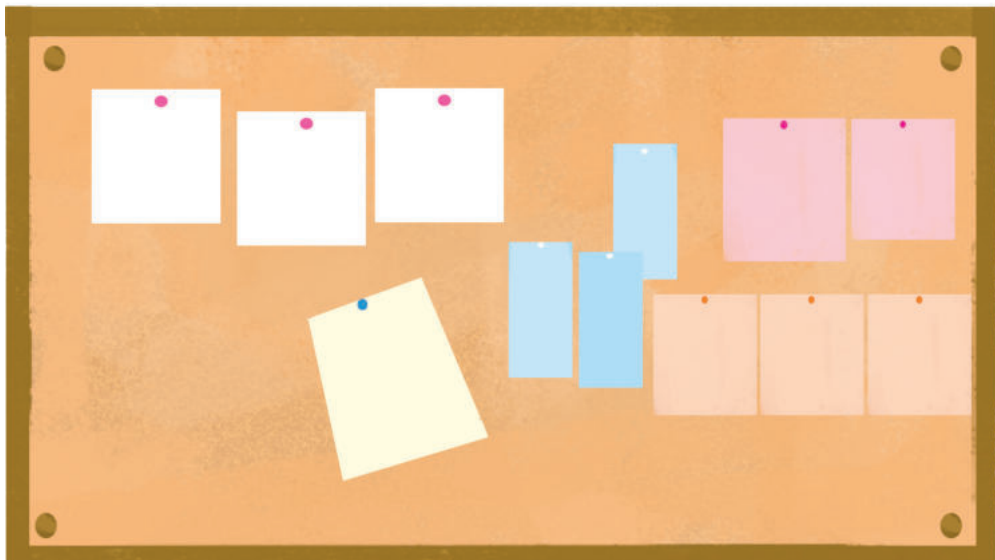


By analysing our experience, we have already realised the need for righteousness in our minds and actions. I write down the three among these that I have found significant in the picture.





Let us then try to find out from our side in which area we think we can practise this. For this, we will think our way and write them on a small piece of paper, each mentioning two areas or topics of righteousness. Then, together we all will make a bulletin board with them. We will know those fields where we may have the opportunities to do righteousness that we have not noticed. Finally, from among these, we will choose our convenient areas where we want to change ourselves and practice righteousness.



Many associate righteousness only with money or wealth. Is that so? Did we see such things in our work? The act of righteousness includes, do not do injustice, do not enjoy undue privilege, never support others doing injustice, raise awareness if you see wrongdoing, or take necessary steps so that it will not happen, not hiding facts anything or not distorting any facts for personal gain. That means, all our behaviour which are guided by morality, a sense of duty and honesty, are considered as Righteousness.

So, we can understand that despite influenced by our awareness and perception, we express righteousness through our behaviour. Now we will select some consistent behaviours by considering the areas of righteousness through group discussion.

In the absence of righteousness, we feel lack of mental strength and determination. Even if we do not let anyone else understand, it still creates a sense of uneasiness, restlessness and sometimes even guilt within us. The satisfaction and joy of self-righteousness motivate us to do good deeds. We can do good and welfare activities, thereby, increasing our confidence. We develop self-esteem. We develop such a sense of responsibility so that we do not do any harm to anyone. We try to avoid actions that undermine our dignity. On the other hand, when we are not conscious about maintaining honesty in our mind, words and actions; we cannot respect ourselves. We do not have the courage to protest the wrongdoing of others. As a result, our values suffer, self-esteem is destroyed. These negatively affects communication with others and decision-making in various ways.

Now, we will select our way those ten habits that we want to practice in our class and in the school programme and at home. We must remember that we cannot behave whatever we like while practicing righteousness. It is essential for us to behave responsibly to expose the wrong behaviour of others. To choose the appropriate attitude, we must utilize confident communication by combining our firmness, respectability, and politeness. We will stand against injustice not by physical force or unhealthy and destructive behaviour but by wisdom, strategy and responsibility. Now let us fill the table '**The Righteousness Activities We Want to Practice**' on the next page.

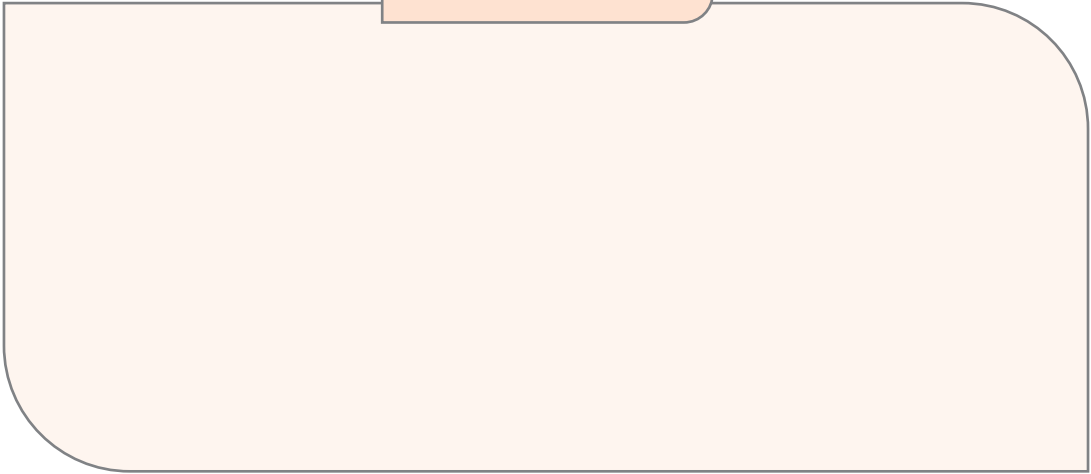
## The Righteousness Activities We Want to Practice'


Academic Year 2024

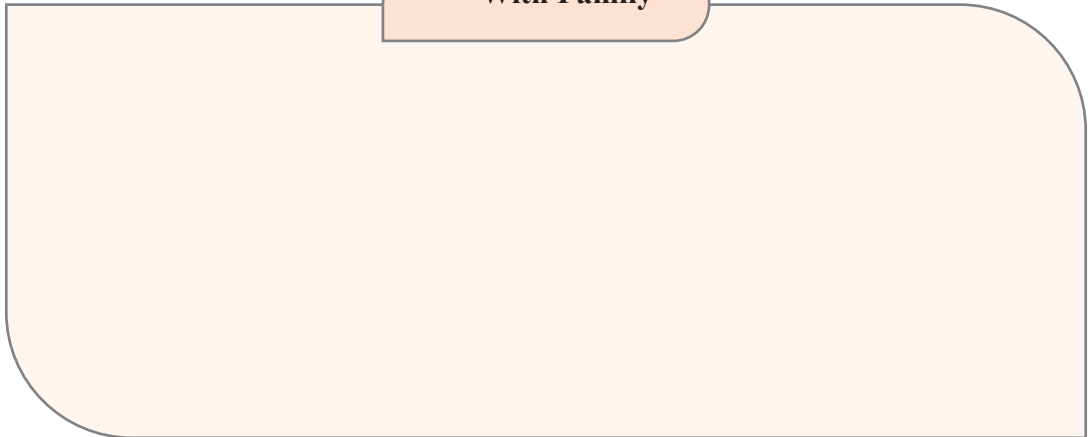
At the beginning of this learning experience, we have filled in a table based on our recollections of few more incidents with class, school, family, and others that created embarrassment for us. Now, let us make a plan of what changes we want to bring to utilise the above-mentioned ten behaviours instead of the behaviours in the previous table.

## My New Behaviour Applying Righteousness

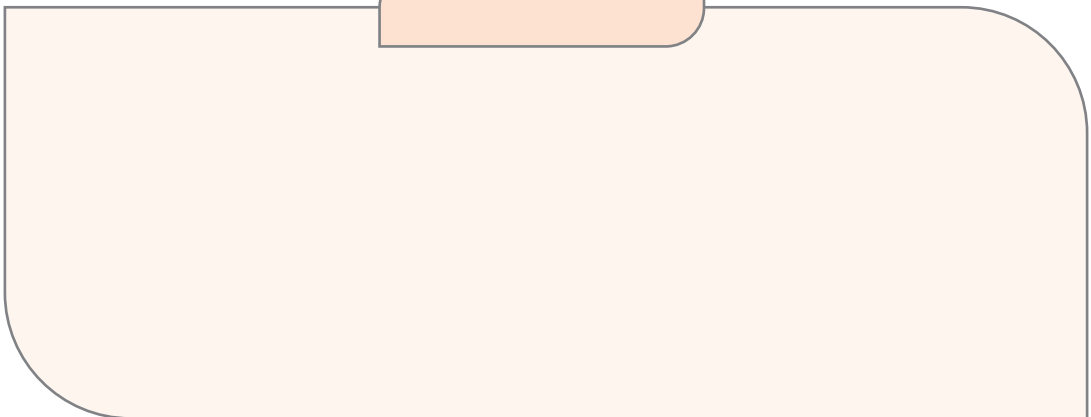
**In Class and School**



**With Family**



**With Others**

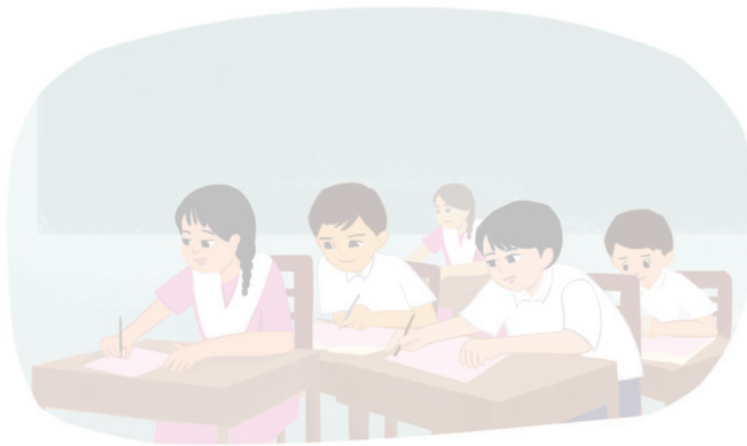


We will remember that maintaining consistency in our words and behaviour is a part of righteousness. It is our moral responsibility to follow what we say and do. Besides being bad for not follow this, we lose the right to question the wrongdoers or to speak for change. In this way, dishonesty and inhumanity gradually fix their positions in various sectors of the society.

We have tried to understand the subject of righteousness in different ways and also decided how we want to apply it within our behaviour in our everyday life. Now it is time to use our perception to build a wall of righteousness. Based on your feelings of everyone on righteousness, we will present after making a wall of righteousness stories, cartoons or paintings, songs, rhymes, poems, slogans, jokes or dramas or comic related to righteousness.

By consciously applying righteousness, we can save our lives, society, and state from disgrace.

Through this learning experience, we have learned various aspects of righteousness. I have realised that our unintentional failure to practice righteousness on different occasions puts a negative impact on our self-confidence. Now, it is time to use this awareness and ideas to practise them in our own lives. For this, we will practice the tasks throughout the year according to our plan and write them down in the designated place in the table ‘Record of My Righteousness Practice’ on the next page. According to the teacher’s instructions, we will take the initiative to show the tasks to the teachers at regular intervals.



**Record of My Righteousness Practice**

Date	Incident/ Experience	The way I behave	How well I have behaved?			Impact of my behaviour
			I have behaved very well	I could have behaved well	I could not behave well at all	

At the beginning of this experience, we said that we would reward and recognise ourselves for our practice of righteousness. Now, by looking at my record of righteousness, I will write one word or a sentence in each star as a complement to me. These are our rewards and recognitions on behalf of us.



## My Progress, My Achievement

My guardians and teacher will fill in the table below. I will fill it in, too. By doing this, I will know about my progress and find out where there is room for improvement. From the group work experience, I will write in the relevant section the opinion of my classmates about my participation. My guardian will write comments after reviewing the completed work given in the book. The teacher will give me credit by observing all the activities. S/he will provide feedback on my accomplishments and offer guidance on areas for improvement.

**Evaluation Table 1: My Participation and Tasks Done in the Textbook.**

	Own Remarks	Classmate's Remarks	Guardian's Remarks	Teacher's Remarks
<b>Taking Spontaneous Initiative</b>				
<b>Respectful Behaviour</b>				
<b>Cooperative Attitude</b>				
<b>Quality of the Textbook Activity</b>				



**Evaluation Table 2: Practice of Righteousness in My Life**

Name of the learner	Accuracy of personal plans related to righteousness practices	Recording work related to practicing righteousness as per the plan in textbooks and notebooks/ diaries/journals	Accurate reflection of concepts of righteousness practice in textbooks/diaries/ note books/ journals
Descriptive feedback			

# Mariner of the Mind's Vessel

Have we seen the sea? Which vehicles sail in the sea? Have you seen the ships moving in the sea? Can you say what the ship is used for? Who navigates the ship? The ship follows a certain path due to the mariner's guidance. While sailing the ship, the mariner has to pay attention to various aspects, such as – whether all the ship's parts are in order or the vessel is seaworthy. There are some things to be aware of while steering a ship. Again, while navigating the ship, the mariner also has to take particular decisions, for example, which is the shortest way to reach the harbour, which will offer fewer obstacles, or how to face those obstacles. If all the decisions are taken properly, only then the ship can reach the destination within the shortest time, overcoming all the obstacles. The mariner has to use his intelligence and strategy to make these decisions..



We also face various type of incidents every day. We take different decisions while facing such situations. Some decisions make us happy, and some sad. They create more feelings in our minds. Well, what if we compare our mind to a ship? Who will then be the mariner of this mind's vessel? Yes, indeed, we will be the mariner of this mind's vessel. This is because, like a mariner, we must consciously explore our feelings with intelligence and suitable strategies to make different decisions.

By developing expertise through step by step tasks that we are going to do in each session of this learning experience, we will gradually become skilled mariners of our minds. Just as knowledge, dedication, consciousness, and strategy play a role in winning or losing a game, similarly, the application of our emotion, feelings, idea and behaviour can make our living smooth, joyous and meaningful. In this learning experience, we will get an idea on a fact-based positive decision-making technique through self-assessment. For this, we will analyse our decision on one of the emotional incidents that we have recalled. Then, we will observe the reasons, emotions, and expectations behind those decisions. We will develop ability to practice in our life by learning the considered things and strategies for taking positive and productive decision. So, as always, we will go through quite a few activities.

Let us, then, sail our mind ship on the sea, and let the exploration begin. To become an efficient mariner of the mind's vessel, at first, we will try to recall such an incident when we were hurt and offended, and then we write briefly in a notebook or a piece of paper about what we did then? We will not share these events and decisions with others or try to know from anyone else. Now, based on the incident, let us fill in the table 'My Observations.'

### My Observations

<b>My feelings at the time of the incident.</b>
<b>Which behaviour in the incident I could I not accept and was hurt / offended?</b>
<b>How did I behave?</b>
<b>What were the expectations from that incident?</b>

We have analysed our experience about the incident. To be an efficient mariner of our mind's vessel, we will now review our decisions which are taken based on our life experience and fill in the table 'My Decision, My Analysis.'

### My Decision -My Analysis

What was the reason for my behaviour in that incident? What was I thinking at that time?

How has the decision affected my life?

Does the decision taken at that time, seem logical? What are the reasons for thinking as logical or not logical?

What do you think would be the decision if the incident happened now? Why?

By analysing ourselves based on one incident, we have understood that in which areas we remain aware or don't while taking a decision and how it affects our lives.

Now, using our own experience, we will find out the challenges or difficulties that we usually face in decision-making, and in the meantime, we will write three of the challenges or difficulties that we face in the picture below.



Each of us faces unique challenges in decision-making based on personal habits, thinking, and communication styles. Again, we often face challenges because of various situations. So, if we understand our challenges, we can prepare ourselves for decision-making by facing them. And for this, our current groupwork is to find out what things we need to consider.

From our experience, after discussing in group, we have presented the factors necessary for rational and effective decision-making. Now, I will write in the table the significant aspects I will keep under consideration on the next page.

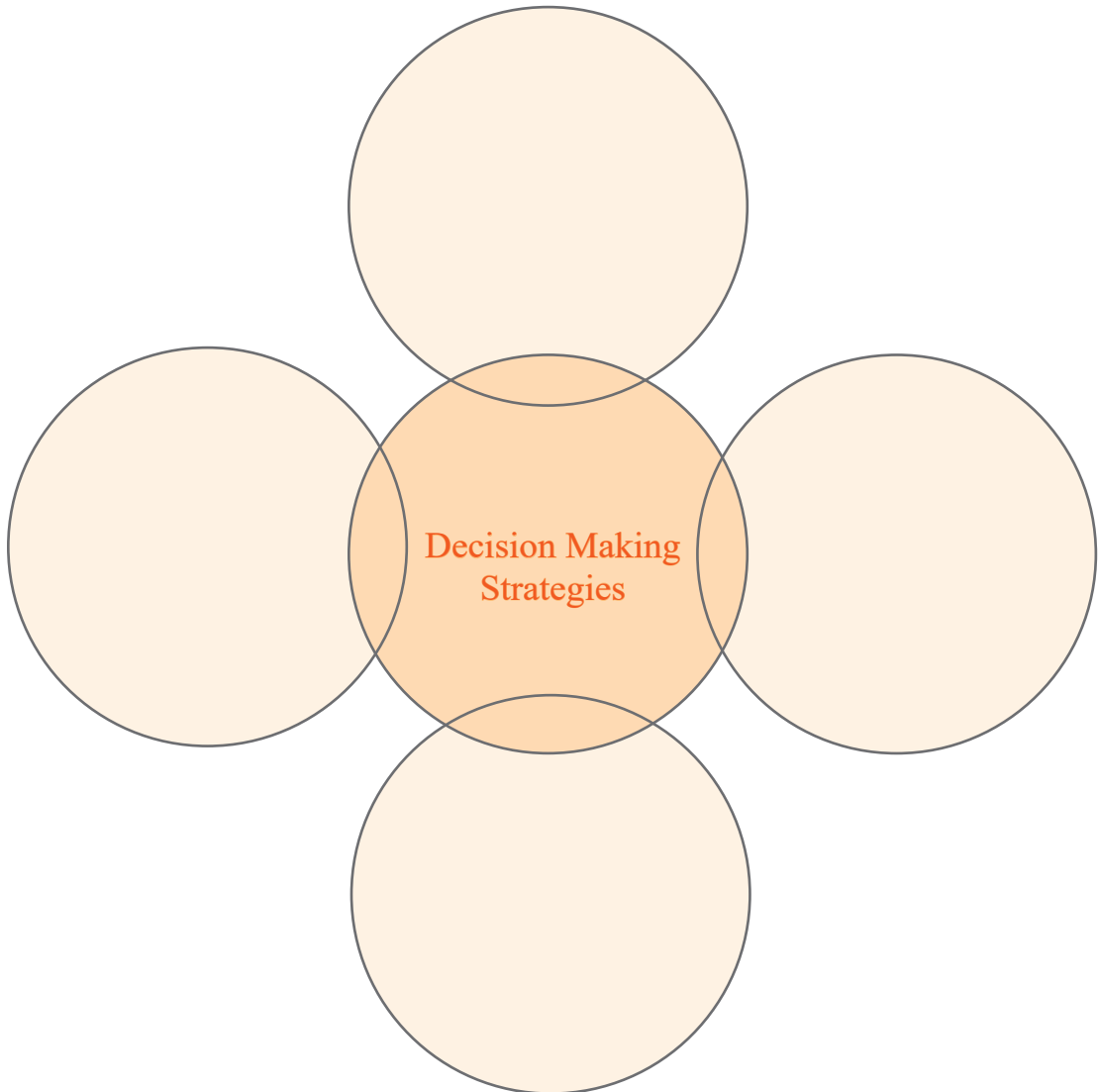
## The Factors I Consider for Decision Making

A series of ten horizontal, rounded rectangular boxes for writing, each with a small orange tab on the left side. The boxes are arranged vertically and are currently empty.

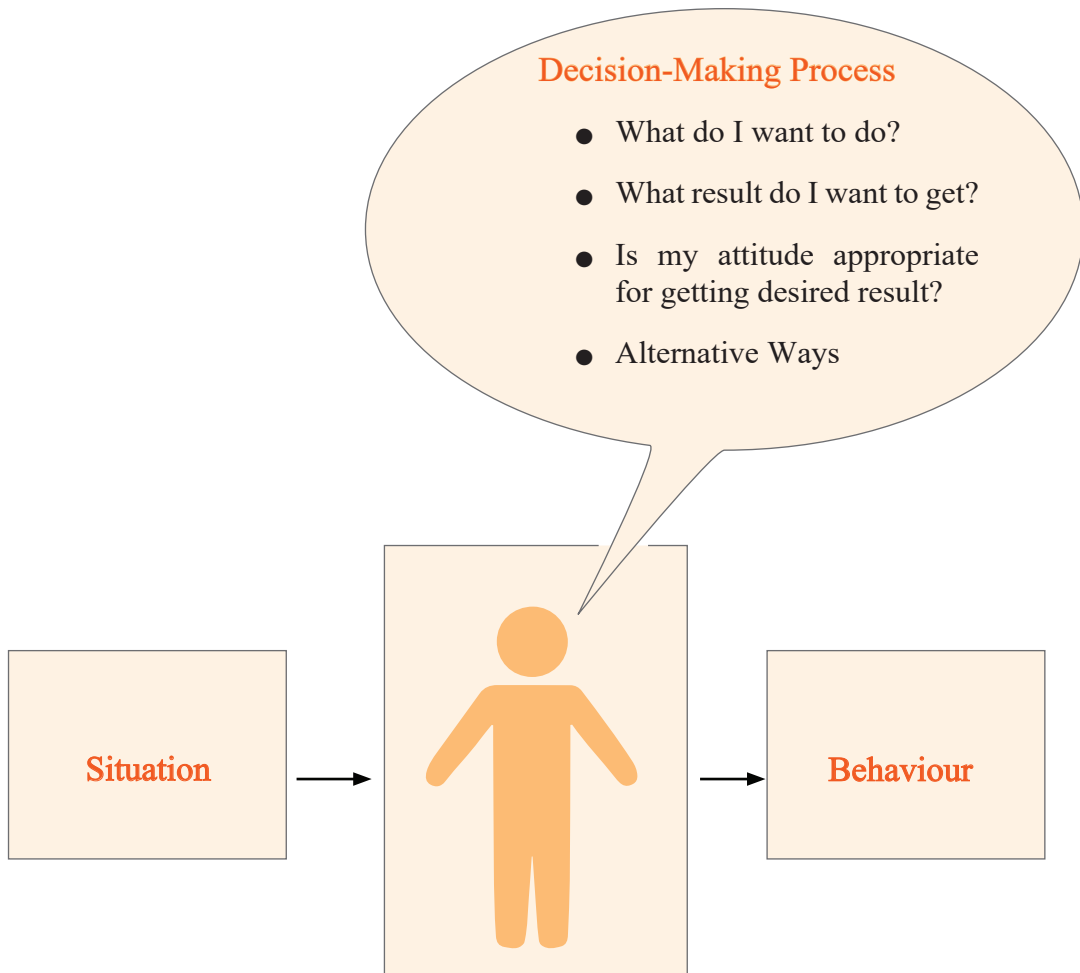
The effectiveness of taking decisions on any issues increases when we apply functional and practical skills with full conscious towards situations and self-need. This eases mostly the expected results. Now, let us find out some effective ways that will help improve our decision-making skills.

As a group, we have discussed and presented some strategies to take a decision. Let us write the plan about the strategies I want to apply for taking decisions in different situations, in the table **'The strategies I like to use in decision making.'**

### The Strategies I like to Use in Decision Making



We will remember the following process to behave appropriately in any situations. In this process, we can select how we behave or respond to achieve the desired outcome in various situations. We must remember that we can play a vital role to get results by choosing appropriate attitudes and responses.



We can determine our behavior in this case within few seconds, when we become conscious about what we want to do in any situations by observing our feelings and thoughts. We will remember that even after taking decisions considering everything, we may not get expected results. It is normal to feel upset in this case. We have to take care of our feelings in such situations and should not blame ourselves or others; rather, we will review and take a new decision.

Over the past few sessions, we have become aware of our challenges in making rational and effective decisions. We have mastered the technique of how to logically analyze and evaluate our emotions in various situations to make a rational and productive decision. So, from now on, each of us is a skillful mariner of our mind's vessel. Therefore, it is the time now to plan how to move the ship forward using our knowledge and skills. For that, we will recall two events or situations in our life where important decisions need to be made. Applying the knowledge and skills of this experience, we will plan to make decisions based on the context of the situations in the table on the next page.



## I Am the Skillful Mariner of My Mind's Vessel

Incident or Situation	1.	2.
What decision I want to take?		
What result do I want to get from my decision? What impact does it have in my life?		
Is the decision logical? Why is it logical?		
What factors to be considered?		
Which strategies do we want to follow?		
What might be the possible challenge?		
What alternative measures can I take to face the challenge?		

We will work as per our plan and will keep a record in the designated place in our textbook and personal diary. We will utilize our knowledge and skills in taking any decision, either small or big. We will help each other. If necessary, we will seek help of other who can suggest in time of taking any particular decision.

## My Progress, My Achievement

My guardians and teacher will fill in the table below. I will fill it in too. By doing this, I will know about my progress, and find out where there is room for improvement. From the group-work experience, I will write in the relevant section the opinion of my classmates about my participation. My guardian will write comments after reviewing the completed work given in the book. The teacher will give me credit by observing all the activities. S/he will provide feedback on my accomplishments and offer guidance on areas for improvement.

**Evaluation Table 1 : My Participation and Work Done in the Textbook**

	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Taking Spontaneous Initiative				
Respectful Attitude				
Cooperative Attitude				
Quality of the Textbook Activities				

**Evaluation Table 2 : Practice of Decision-Making Strategy in My Life**

Name Of the Learner	Accuracy and Application of Personal Planning for Making Decision Using Conscious Strategies	Recording Decision-Making Activities in Textbook and Notebook/Diary/ Journals Using Conscious Strategies based on the Planning	Proper Reflection of Decision-Making Concepts Using Conscious Strategies in the Exercises Written in the Textbook diary/ Notebook/ Journal
<p><b>Descriptive Feedback</b></p>			

# Learn to Negotiate

## All Win Together

How do you feel enjoying cultural events? Have you noticed what kind of presentation is more enjoyable at the event? What would you say if there is such a programme involving all in the class? Moreover, we will have more fun if we can do various performances in the programme, is that so? At the end of this learning experience, we will organise such a cultural programme ourselves. At the event, we will have the opportunity to demonstrate as a group on any topic using the learning from this experience.



We have taken a decision as a group to choose the topic for presenting in the cultural program following the teacher's instructions. Let us fill in the table **'My Experience in Taking Group Decision'** on the next page with our experiences while making group decisions.

## My Experience in Taking Group Decision

How do I feel about the group decision?

What are the reasons for agreeing to this decision?

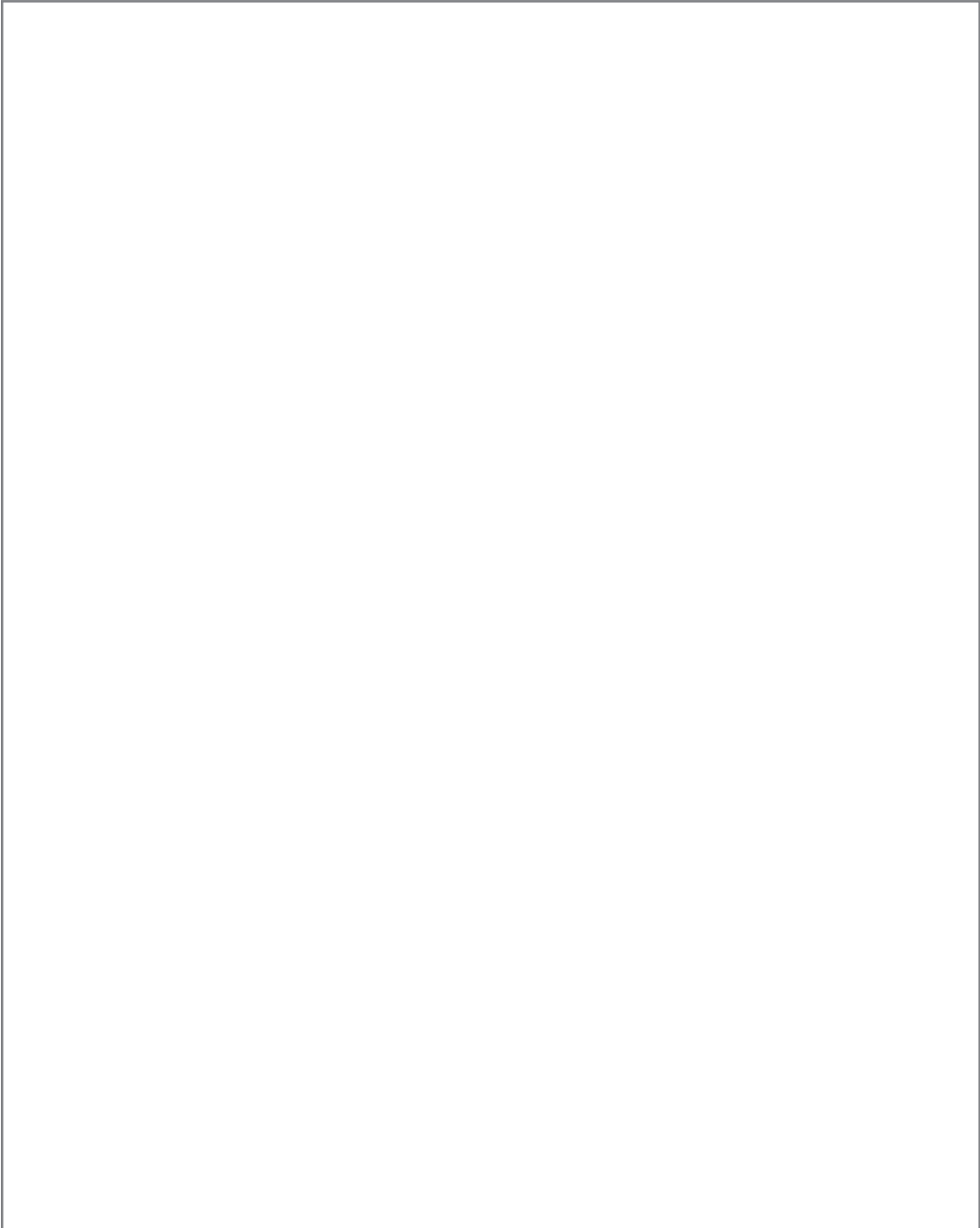
What else would have been better in that situation?

Even if everyone in the group agrees on a decision, the level of satisfaction of all are not the same. Different people have different reasons for making the same decision within the group. Other people have different expectations in the same situation. Some have commonalities on these issues within the group; some do not. However, through discussion and negotiating with everyone, we take decisions on behalf of everyone; this is called negotiation. Although personal opinions differ, we can reach an effective and acceptable decision through negotiation and understanding with everyone.



The role of negotiating attitudes differs from person to person, depending on the situation and expectations. Now, we will try to find out and present how it can affect us. We will find out and present what actions have played a role in the decision-making for the team in the situation of the respective team. Then, we will fill in the table **‘Role of Negotiation in Making Decision.’**

## The Role of Negotiation in Decision-Making






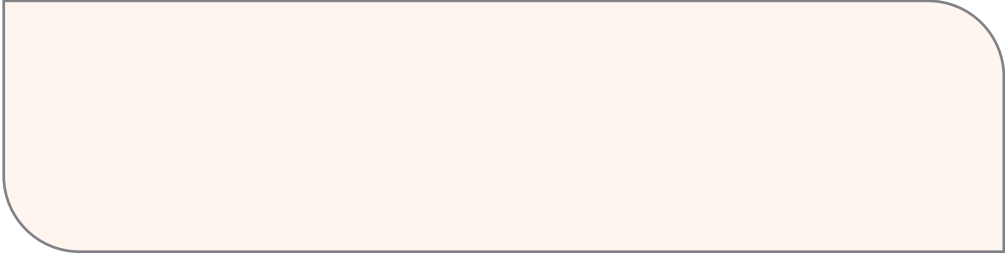




Academic Year 2024

It is an important way to reach decision collectively on an issue through assertive communication.

We have discovered the areas where we have been aware of while negotiating to decide on what topics to present as a group at the event. After that, we also discussed what we now think we should have been aware of at that time, and we have shared the group's experience and opinions. Let us now write down the four things in the following table that seem to be the most significant in terms of negotiation

### Four Significant Points of Negotiation

By now, through group work we have got an idea of the areas where negotiation might be needed. We also have presented and discussed the strategies used in this case.



## Before Different Opinion

Areas or Situation of Negotiation	Strategy of Negotiation
<ul style="list-style-type: none"> <li>•</li>   <li>•</li>   <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li>   <li>•</li>   <li>•</li> </ul>

People quite often become aggressive with the the difference of opinion. Sometimes it even leads to violence. This type of situation arises due to the absence of negotiating attitude and skills. So, we will utilize our negotiation skills, when we cannot agree in a certain situation. In many occasions, it is beneficial for both the parties, and even their relationship remains good.

Now, it is the time to utilize our experiences. For this, firstly, we will find three personal incidents or situations from our life for which we have felt the need to take decision after negotiation. Then, we will write those sequentially in the table ‘**My Negotiating Decision.**’

## My Negotiating Decision

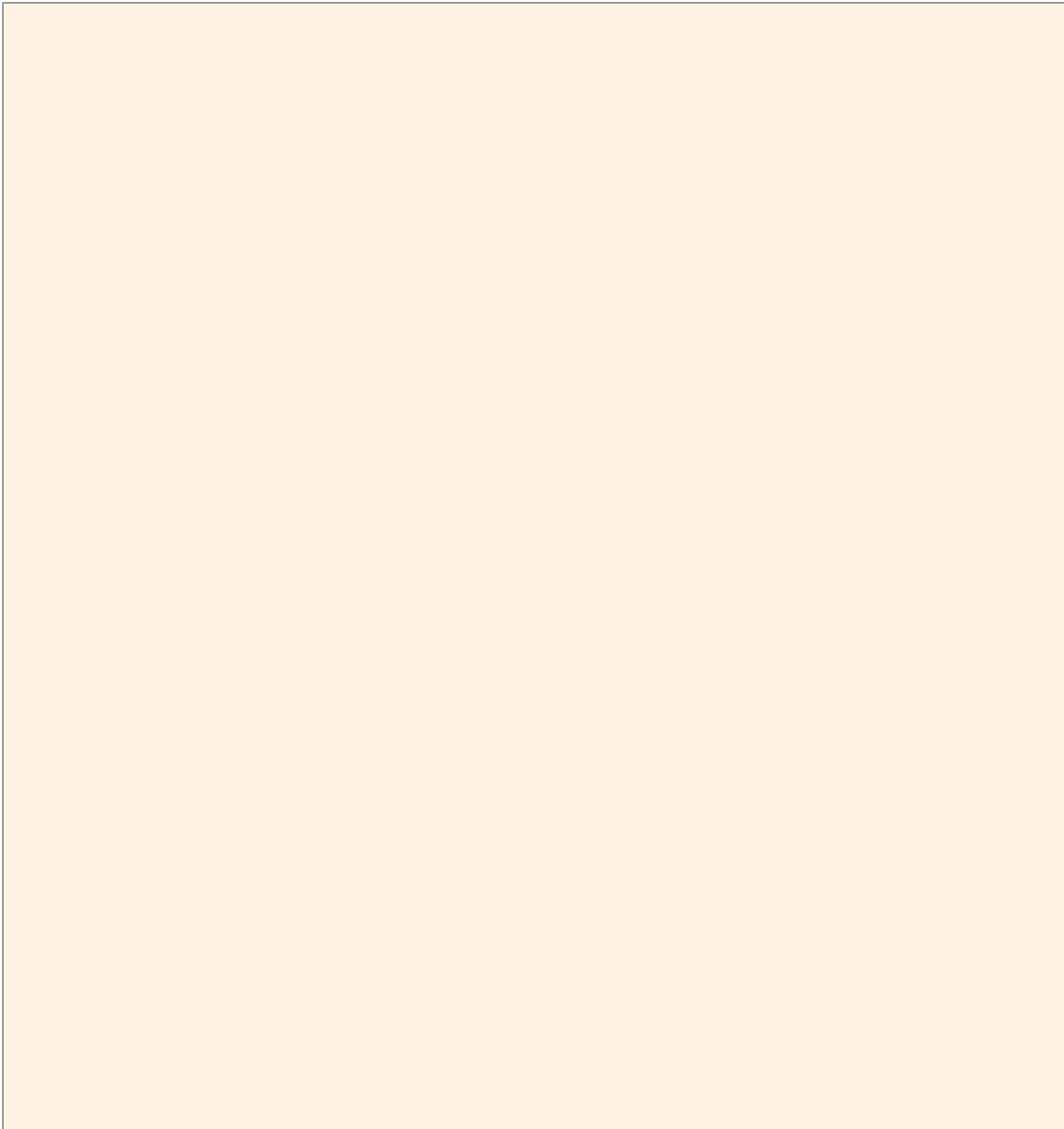
<b>Incident or Situation-1</b>	
<b>With whom that happened?</b>	
<b>How did I feel?</b>	
<b>How did I Negotiate?</b>	

<b>Incident or Situation-2</b>	
<b>With whom that happened?</b>	
<b>How did I feel?</b>	
<b>How did I negotiate?</b>	
<b>Incident or Situation-3</b>	
<b>With whom that happened?</b>	
<b>How did I feel?</b>	
<b>How did I negotiate?</b>	

We will work on this plan ourselves to get the desired results through communication using negotiation skills. We will prepare a report from our experiences at the designated place in the textbook and submit it to the teacher.

It is our turn to conduct the programme. We have decided that which group would recite poems, share stories/experiences, act, and sing songs. This time, we will present the ways we like the songs, poems, stories, and performances using the knowledge we gained from negotiation lesson.

### **My Feelings After the Programme**



### My Personal Experience of Negotiation

Incident	What Did I Do?	What Was the Result?	My Feelings

## My Progress, My Achievement

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**Evaluation Table 1: My Participation and the Work Done in the Textbook**

	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
<b>Taking Spontaneous Initiative</b>				
<b>Respectful Attitude</b>				
<b>Cooperative Attitude</b>				
<b>Quality of the Textbook Activities</b>				

## **Evaluation Table 2: How to Make Group Decision through Negotiation Skills in Communication**

By active experiment, I will evaluate myself, my classmates and the teacher by observing the awareness and skills used in group activities for taking decision through negotiation. In the comment box, I will write what I have done well and where there is room for improvement, through which I will understand the areas of improvement and work accordingly.

	Remarks
Own	
Classmate's	
Teacher's	

**Evaluation Table 3: Practicing Strategies Related to Negotiation in My Life**

<p><b>Name of the Learner</b></p>	<p><b>Accuracy and Application of Personal Planning for Making Decision Using Conscious Strategies</b></p>	<p><b>Recording Decision-Making Activities in Textbook and Notebook/ Diary/Journals Using Conscious Strategies based on the Planning</b></p>	<p><b>Proper Reflection of Decision-Making Concepts Using Conscious Strategies in the Exercises Written in the Textbook diary/ Notebook/ Journal</b></p>
<p><b>Descriptive Feedback</b></p>			

# Soulmate

Chandan's school has done several activities for the flood victims. On behalf of the Wellbeing Club, they have spoken to their peers, listened to their concerns, encouraged them and informed the Department of Women and Children Affairs for mental support for some who have been experiencing problems. Being happy with their work, the District Commissioner wanted to meet and thanked them. On behalf of the school, the students also organized a brief opinion sharing programme in his/her honour. Chandan and Rahela were responsible for managing this event. Two teachers guided them. All the preparations were done, and the day of the event arrived.



The school's students, teachers including the District Commissioner started the discussion. Chandan suddenly started feeling unwell. He could not speak as per his preparation. He was feeling a little embarrassed and not sure what to do. Rahela noticed his discomfort and completed the remaining tasks after talking to the teacher. The Deputy Commissioner had also been observing the situation.

He/she spoke to Rahela so that Chandan should not feel uncomfortable. Friends and teachers tried to make Chandan understand, but Chandan kept blaming himself; this happened because of him, he could not do the programme smoothly. He was always in mental pressure, he was not energetic like before and kept himself confined. With Chandan's consent, Rahela addressed the class. Then, they all sat with their teacher Ms Dipa. She said, "Let us speak sympathetically with an open mind." It was observed while discussing that others also have experienced such issue couple of times for different reasons. One student said that he witnessed an accident on his



way back to his residence, and he was in fear for quite a long time to go to school. It is okay now. Some said among them who had been sharing their difficulties that he had a very close bondage with his grandmother. He was very worried and not feeling well when his grandmother became severely ill. Another told that one of his neighbours insulted him and as a result he had been in mental pressure for many days.

Some has been able to free themselves from the past mental stresses, while others still struggle a little. As everyone shares their experiences, a sense of relief settles in. They collectively decide to establish an open dialogue through a wellbeing club, allowing them to provide support and solutions if someone faces sudden difficulties. If such a situation arises suddenly, then they can discuss here what to do, how to help and how to work. For this initiative, Chandan, her classmates and teachers has thanked Rahela. Chandan has said that he no longer has any complaints after hearing from all and sharing his own. He has understood that such problem is not only his own alone, others also become upset sometimes and then everything is okay again. But, sympathy from all and open discussion has given him the courage. He is hoping it will not create problem any more and even it occurs, he will take help of his friends. Chandan has proposed that from that day they want to call everyone ‘Soulmate’.



Do we want to be such a soulmate? In that case, we must learn what is necessary to know and do to be a soulmate so that we can take help of the soulmates in the time of need. In this learning experience, we will become a soulmate like Rahela and Chandan. Being a soulmate to each other, when required, we will listen to everyone’s mind, stay by the side, cooperate, and if we come to know about any problem that needs support, we will take the initiative.

In the beginning, in the group discussion, we will determine what kind of unexpected events we have experienced, seen, or heard that are causing us stress and how these incidents affect our lifestyle.

**The Effect of Unexpected Events in My Life**

Type of Incident/What Happened?	Effect

Different types of events happen in our society. These events do not affect all of our lives in the same way. Personality type, habits and experiences, family, environment, social support all play a role in one way or another. So, an event that affects one person's life may not similarly influences the other. Many describes this as a weakness, which is not okay. Variations in experiences and skills play a role here.

We have discussed about the various effects on our lives which results from unexpected events in a social context. Therefore, it is our turn to take action to protect ourselves from the impact. However, before that, we will know about all the situations and effects that require support from the social institutions/ professionals and its reasons.

### Our Services

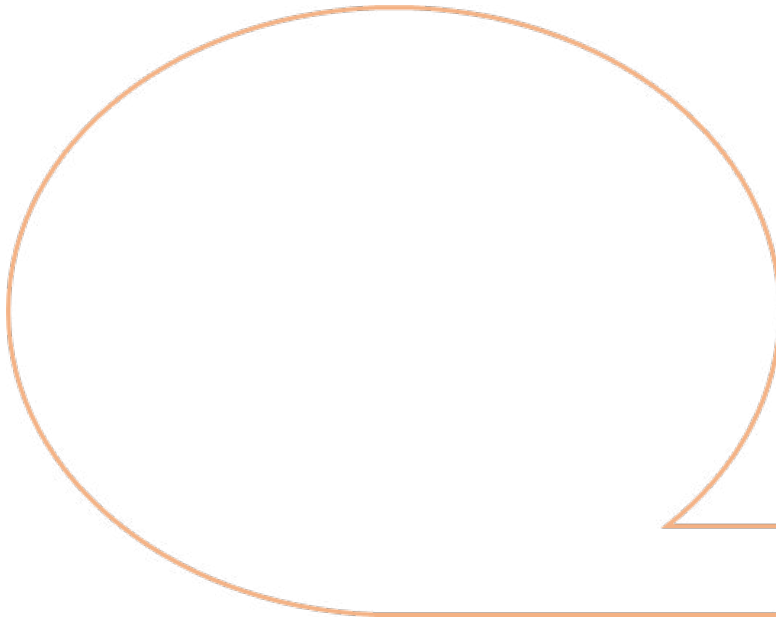
Local and National Service Organizations and Professionals	Services

We have discussed about the events and their effects that we have found out based on our experiences, conversations, and information. If we come across a situation where we need to act, let us list the steps we can follow using the table provided below.

The situation where we can get support from our classmates and friends	The situation when there is a need to seek support from guardian / teacher/ anyone responsible	The situation when there is a need to seek Support from the social institutes / professionals

In the group, we have talked about and shared the risks we might face, along with ways to get ready for them. Our teacher has also given us information about certain problems.

Now, let us note down the important things we need to know to be trusted friends. We will write them in the picture below.



Are we ready to be ‘**Soulmate?**’ Then, I write what I would do personally. Let me write in the table ‘**My Plan to Become a Soulmate**’ below about what I will do on behalf of the club in a group activity for awareness building.

### My Plan To Become a Soulmate

My Individual task as a soulmate	My task for awareness building on mental health as a soulmate in the ‘Wellbeing’ club

We will work according to our plan as soulmates. Whenever I do this work, I will write down the work in the table ‘**The Things That I Have Done as a Soulmate**’ of the textbook, and submit it to my teacher, later.

**The Things that I Have Done as a Soulmate**

**My Individual Task**

Incident	Tasks I Have Done	Did I take help from any person or an organization? If I did, what were those?	Results	My Feeling and Experience As Soulmate

**My Group Work as Soulmate**

**My Group Work**

Incident	Tasks I Have Done	Did I take help from any person or an organization? If I did, what were those?	Results	My Feeling and Experience As Soulmate

## My Progress, My Achievement

My guardian and teacher will fill up the table below. I will fill it myself. Through this, I will know about my progress and find out where there is room for improvement. From the experience of group work, I will write the opinion of my classmates about my participation in the relevant section. My guardian will look at the work done in the book and write comments. The teacher will give me credit by observing all the activities. S/he will provide feedback on my accomplishments and offer guidance on areas for improvement.

**Evaluation Table 1: My Participation and Work Done in the Textbook**

	Own remarks	Classmate's remarks	Guardian's remarks	Teacher's remarks
Spontaneous Initiative				
Respectful Attitude				
Cooperative Attitude				
Quality of the Textbook Activities				



**Evaluation Table 2: Teamwork Skills in Making Aware on Mental Health as a Soulmate to Deal with the Stress Resulted from Unexpected Events**

I will evaluate myself, my classmates and the teacher by observing my role as a soulmate in the wellbeing club to make aware to deal with the mental stress from unexpected events. In the comment box, I will write what I have done well and where there is room for improvement, through which I will understand the areas of improvement and work accordingly.

	Remarks
Own	
Classmate	
Teacher	

**Evaluation Table 3 : Practicing Strategies Related to Negotiation in My Life**

Name of the Learner	Accuracy and Application of Personal Planning for Making Decision Using Conscious Strategies	Recording Decision-Making Activities in Textbook and Notebook/ Diary/Journals Using Conscious Strategies based on the Planning	Proper Reflection of Decision-Making Concepts Using Conscious Strategies in the Exercises Written in the Textbook diary/ Notebook/ Journal
Descriptive Feedback			





স্পেশাল অলিম্পিকস ওয়ার্ল্ড গেমস-এ বাংলাদেশ

২০১৯ সালে আবুধাবিতে স্পেশাল অলিম্পিকস ওয়ার্ল্ড গেমসে বাংলাদেশের ১৩৯ সদস্যের দল অংশগ্রহণ করে। গেমসে ২২টি সোনা, ১০টি রুপা এবং ৬টি ব্রোঞ্জ পদক জয় করে লাল-সবুজেরা। ২০১৫ সালে লস এঞ্জেলোসে অনুষ্ঠিত এই গেমসে ১৮টি সোনা, ২২টি রুপা ও ১৮টি ব্রোঞ্জ পদক জিতেছিল বাংলাদেশ। স্পেশাল অলিম্পিকস এ বাংলাদেশ এ পর্যন্ত ২১৬টি সোনা, ১০৯টি রুপা এবং ৮৪টি ব্রোঞ্জ পদক জিতে। মাননীয় প্রধানমন্ত্রী প্রতিবন্ধীদের বিষয়ে অত্যন্ত আন্তরিক। তিনি প্রতিবারই স্পেশাল অলিম্পিক গেমসে সাফল্য অর্জনকারীদের পুরস্কার প্রদান করে থাকেন এবং গণভবনে নিজেই তাদের সংবর্ধিত করেন। তাঁর সুযোগ্য কন্যা সায়মা ওয়াজেদ পুতুলও অটিজম নিয়ে প্রশংসনীয় কাজ করছেন। রাষ্ট্রের সর্বোচ্চ পর্যায় থেকে এমন উৎসাহ ভবিষ্যতের স্পেশাল অলিম্পিকস ওয়ার্ল্ড গেমসে বাংলাদেশকে আরও বিশাল বিজয়ের পথে এগিয়ে নিবে।

# Academic Year 2024

## Class Nine

### Wellbeing



শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে  
- মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

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

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



**Ministry of Education**

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