

TEACHER GUIDELINE



Bangladesh



Education material for children with an intellectual disability or neurological disorder

Financed by: Niketan foundation

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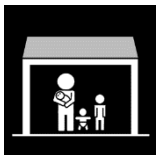
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How to use the module

This module about 'Bangladesh' is made to educate children with a development delay. The manual package 'Bangladesh' consists of a Teacher's manual and a workbook for the children. It is advisable to use total communication (spoken language, sign language, body language and expression) to help the child to understand the lessons.

Learning about Bangladesh, the culture, nature and national proud. Through the module children will gain knowledge about their motherland.

They will also learn basic skills like; recognize letters, read words, make connections, count pictures etc. Each child have its own workbook with exercise sheets.



This pictogram shows that the activities and exercises (with or without some adjustment) are also appropriate for children in the age of 2 to 5 years.

The manual content **blue text**. The blue text contain stories, songs or information about Bangladesh and should be read out loud by the teacher.

The different exercises from this module can be used in a daily program and can be used in the curriculum. It contains exercises for the cognitive, communication, social and motor development. The module can help to set goals for the individual education plan of the child.

The child's workbook can be used in two ways, when the child cannot read or write the teacher will read and explain the exercise and will help the child to make the exercise. When the child can read by himself, he will do all exercises by himself when necessary with some clarification from the teacher.

There is no specific guideline how to use the module. The amount of time, the use of the exercises are left to the teacher's discretion. Teacher's own creativity and imagination will further enhance the teaching - learning process. A feedback from the teachers is most welcome for further refining of the materials.

Note for the teacher

As a teacher in the special education it is important that you know how to address the children. Here we mention some basic rules:

Basic rules:

1. Use short sentences.
2. Use easy language.
3. Make eye contact with a child to make sure that the child pays attention.
4. Help the children by using visual examples.
5. Make sure that the children learn the curriculum in small steps. This is done for you in this learning method. If you stick to this method, this will be no problem at all.
6. Give children a fixed place in the classroom
7. Be predictable. The children can be scared if the teacher uses another voice when reading a story. They don't recognize you anymore.
8. Keep your emotions under control, because they can be very confusing.
9. Approach the child in a neutral way.
10. If a child needs to be spoken to in a more strict way, do this outside the classroom. In this way, you won't scare the other children.
11. Tell all the children what kind of behaviour is expected from them during certain exercises. Don't explain why, it will become more confusing. Example: Storytelling. Tell them that you expect them to sit still and don't speak.
12. Punishing children is not effective. You scare them even more. Tell the child what kind of behaviour is expected from him/her when a certain thing. Sometimes, it takes a while before the child knows how to behave.
13. Use a fixed ritual to calm children down. Do not show any emotion when a child is upset. Put the child somewhere alone in the classroom and make sure that the other children leave him/her alone.

Explanation of the exercises and pictograms



Connect the picture by drawing a line: In this exercise the children have to connect the same pictures together, by drawing a line.



Colour the picture: The purpose of this exercise is to let the children enjoy using colours and to learn them to recognize colors.



Creative play: The purpose is that the children explore the theme by themselves by free play.

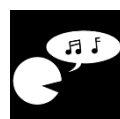


Writing exercises:

The purpose of this exercise is to pronounce the different body part names and to practice the writing skills.



Story: Read out loud the story, (Take care that all children are seated and able to see the teacher)



Song : Sing the song with the children (When possible use signs and body language)



Gym and / or game: Physical exercises to help the child to develop fine and gross motor skills.



Handicraft: To stimulate creativity and to practise fine motor skills.



Remarks:

To inform the teacher about other tools which can be added in this theme / module.



Cognitive material: Make use of cognitive developmental toys, like puzzles, domino, blocks etc.

Bangladesh

"Bangladesh" is a combination of the Bengali words, Bangla and Desh, meaning the country or land where the Bangla language is spoken.

Bangladesh is a young country, it became independent in 1971.

Bangladesh is not so big, but counts a lot of people (167 million) . Therefore it is the most densely populated nation in the world.

The majority of the population (98 percent) is Bengali, with 2 percent belonging to tribal or other non-Bengali groups.

Show the children the world and show them where Bangladesh is located. Name the neighbor countries.



Goals:

To get acquainted with Bangladesh

Students will be able to identify the meaning of Bangladesh.

Cognitive – become familiar and learn about Bangladesh

Concentration and memory: remaining focused on set challenge



Make use of maps to explain where Bangladesh is located in the world.



National anthem:

The national anthem of Bangladesh is "Amar Shonar Bangla". The anthem was composed by Rabi Tagore in 1906. (The anthem was adopted in 1971 by the provisional government, and officially approved after independence on January 13, 1972)

Sing the song with the children or listen to the music.

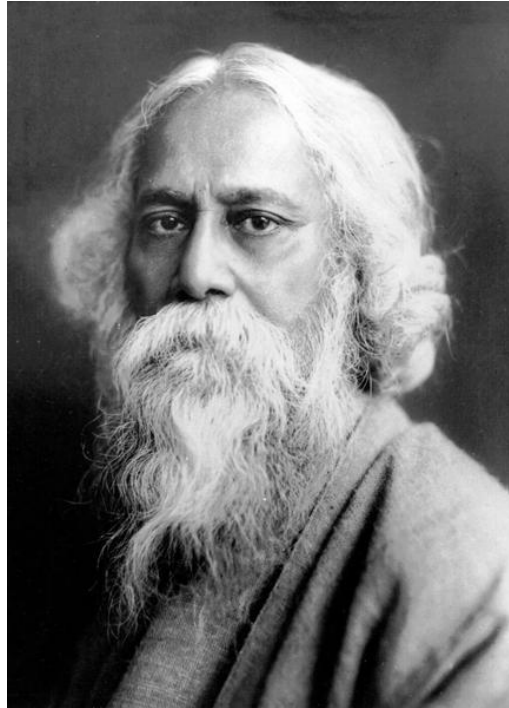
আমার সোনার বাংলা,
আমি তোমায় ভালবাসি।
চিরদিন তোমার আকাশ,
তোমার বাতাস
আমার প্রাণে বাজায় বাঁশি।

ও মা,
ফাগুনে তোর আমার বনে
ঘ্রাণে পাগল করে
মরি হয়, হয় রে
ও মা,
অঘ্রানে তোর ভরা ক্ষেতে,
আমি কী দেখেছি মধুর হাসি।।

কী শোভা, কী ছায়া গো,
কী স্নেহ, কী মায়া গো,
কী আঁচল বিছায়েছ
বটের মূলে,
নদীর কূলে কূলে।

মা, তোর মুখের বাণী
আমার কানে লাগে
সুধার মতো-

মা তোর বদন খানি মলিন হলে
আমি নয়ন
ও মা আমি নয়ন জলে ভাসি
সোনার বাংলা,
আমি তোমায় ভালবাসি।



Goals:

Students will be able to identify the national anthem of Bangladesh.

Cognitive – become familiar and learn the national anthem

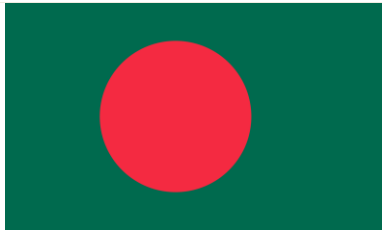
Students will be able to memorise a part of the national anthem

Concentration and memory: remaining focused on set challenge

Getting acquainted with Bangladesh



Getting acquainted with my country



Flag



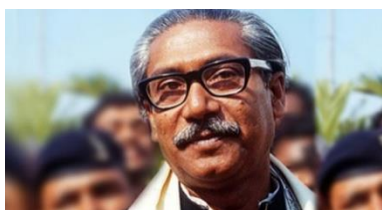
Currency

বাংলা

Language



Capital Dhaka



Founder



Monument

Getting acquainted with our National proud



Shapla



Mango tree



Magpie Robin



Jackfruit



Hilsha



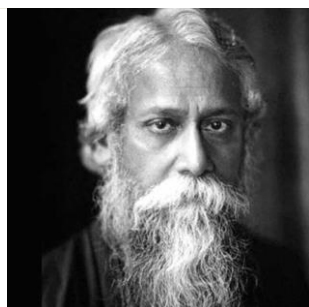
Royal Bengal Tiger

Getting acquainted with our renowned persons



Sakib al Hasan

(Cricket player)



Rabi Tagore

(poet, writer)



Kazi Nazrul Islam

(poet, writer, musician)



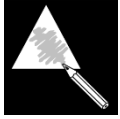
Begum Rokeya

(feminist thinker, writer, educationist, social activist, advocate of women's rights)



Md. Yunus

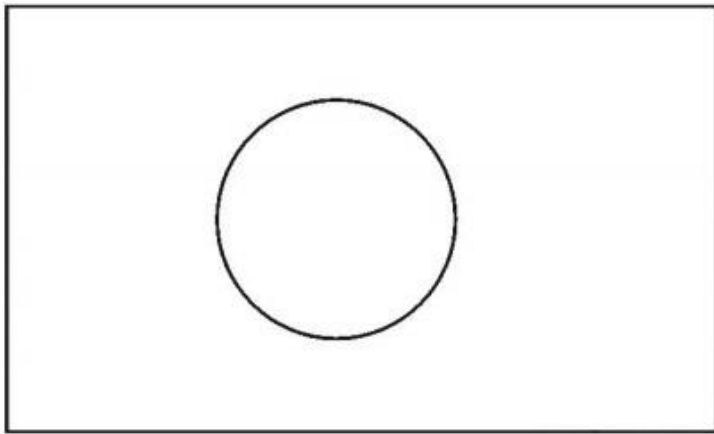
(Economist, founder Grameen Bank, Nobel Peace Prize winner)



Exercise 1 ; Color the Bangladeshi flag

The Flag consists of a red disc on top of a green field. The red disc represents the sun rising over Bengal, and also the blood of those who died for the independence of Bangladesh. The green field stands for the lushness of the land of Bangladesh.

Give the students worksheet 1 and let them colour the flag.



Goal:

Social- Emotional
Development

sharing
patience
cooperation
pride of ones work
respecting peer's work

Fine Motor
Development

Hand-Eye
Coordination and
Control

Concentration

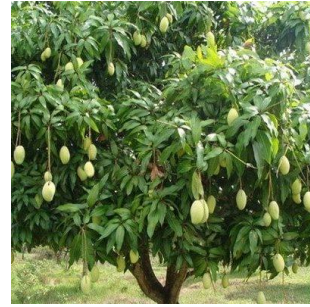
Materials:

Red & green colour
pencils.

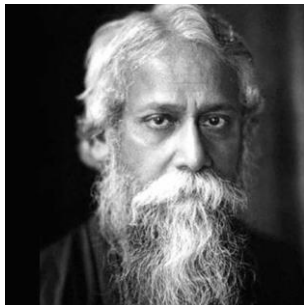


Activities fit for early
intervention children
or pre-school

Exercise 2 ; Put a circle around the national proud



Exercise 3 ; Put a circle around the Bangladeshi renowned persons





Exercise 4 : Accordion book

Have the student cut a large piece of construction paper in lengthwise, so they have a long, horizontal strip for the book.

Use a ruler and pencil to mark the paper into several evenly-spaced boxes, for each of the pages.

Now your student can fold the strip of paper back and forth like an accordion, by folding it on the first line, then flipping it upside down and folding it on the next line, and then repeating until the entire strip of paper is folded up.

Have your student cut out the pictures of the next page so each one fits on a separate page of the accordion book. Have your student glue one picture onto each page, and identify their names.

Now they can paste or write the names under the pictures.

Let the book dry completely before folding it up.



Goal:

- Fine Motor Development
- Hand-Eye Coordination and Control
- Concentration

Social- Emotional Development

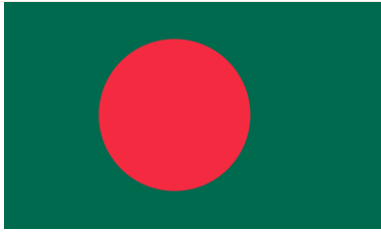
sharing
patience
cooperation
pride of one's work
respecting peer's work

Materials:

- Construction paper
- Glue stick
- Scissors
- Pictures of Bangladesh
- Pencil
- Ruler
- Marker



Activities fit for early intervention children or pre-school



Flag



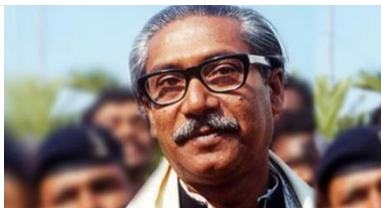
Currency

বাংলা

Language



Capital Dhaka



Founder



Monument



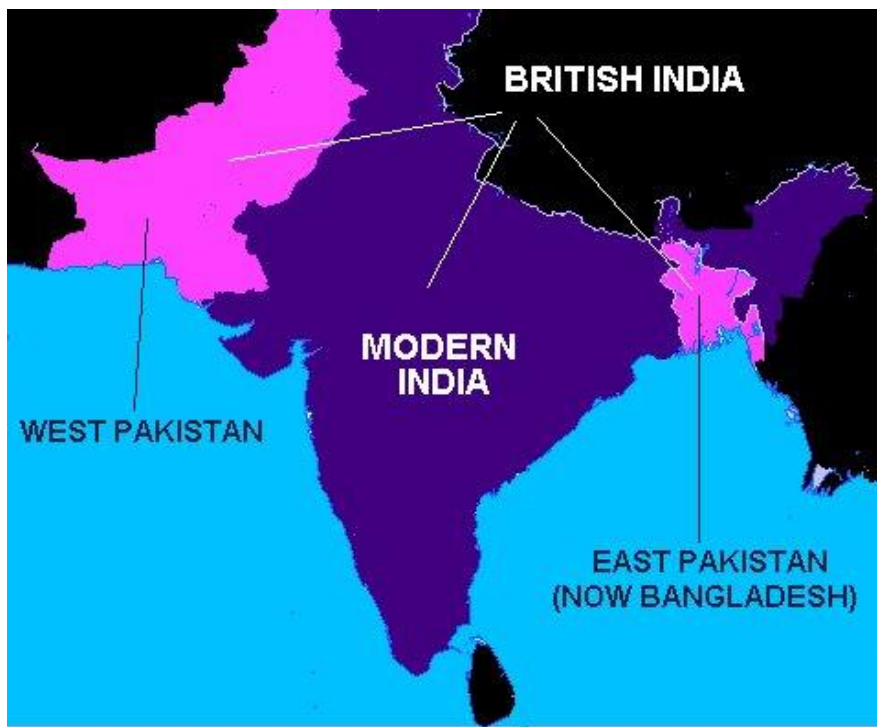
Shapla



Royal Bengal
Tiger

History

Many years ago, Bangladesh was called "Bengal" and was considered a part of India. Foreign powers involved themselves with the area resulting in several wars. Bengal was under British rule, it was a part of British India. In 1947 East Bengal and West Pakistan separated from India and formed a new country called Pakistan. But the east and west provinces were on either side of India and separated by 930 miles (1,500 km).



In 1949 the Awami League formed to favor separation between east and west Pakistan. In 1952 the movement for mother language was held. In 1955 East Bengal was renamed East Pakistan. Dacca was then the legislative capital of Pakistani Bengal provincial region. The peoples of East Pakistan were mostly ethnic Bengalis who had a different language and culture to the people of western Pakistan. These differences eventually led to the Bangladesh Liberation War. On 16 December 1971, Bangladesh gained independence.



Handicraft : Independence monument

Show the students the picture of the independence monument and ask the student to clay the Independence monument

Goal:

To develop knowledge of the history of Bangladesh.

Social: listening skills.

Cognitive – become familiar and learn about the history of their country.

Goal:

Creativity and imaginative play,

Spatial awareness – experimenting and exploring with shape and space

Material:

Clay



Timeline

1947	East Bengal and West Pakistan separated from India and formed a new country called Pakistan.
1949	the Awami League formed to favor separation between east and west Pakistan
1952	The movement for mother language.
1955	East Bengal was renamed East Pakistan
1966	6 dimand
1971	Liberation war
1971	16 December: Bangladesh gained independence.

Seasons and weather

Bangladesh is called the land of six seasons. The climate of Bangladesh is mainly sub-tropical monsoon, warm and humid. But the Bangla calendar year is traditionally divided into six seasons. The Bengali year begins with summer, with the Pahela Baishakh (first day of Baishakh month in Grisma) being the Bangla New Year.

The six seasons:

- **Grisma** (summer), mid-April to mid-June
- **Barsa** (rainy), mid-June to mid-August
- **Sarat** (autumn), mid-August to mid-October
- **Hemanta** (late autumn), mid-October to mid-November
- **Shhit** (winter) mid-November to mid-February
- **Basanta** (spring). mid-February to mid-April

Each season comprises two months, but some seasons flow into other seasons, while others are short.

Actually, Bangladesh has three main seasons:



from March through May, is the season of fruits and flowers. The heat of the sun dries up the waterbodies including the rivers, canals and the wetlands. The summer days are longer than the nights. Heavy storms can occur.



which lasts from June through October, bring plenty of rainfall and colors the country green again. Floodplains occur because of long-lasting rainfall and are a large habitat for a wide variety of flora and fauna.



from November through February bring longer nights than the days and foggy mornings. This is the time when deciduous trees shed their leaves. It is the most enjoyable season of Bangladesh. A large variety of vegetables are available in the markets. So is fish, particularly large koi, magur, shing.

Goal:

- To improve listening skills
- Concentration
- Imagination

Students will be able to identify the six or 3 seasons of Bangladesh.

Cognitive – become familiar and learn the names of the seasons

Students will be able to memorize the names of the different seasons.

Concentration and memory: remaining focused on set challenge

Tools and Materials:



Exercise 5: Connect the weather icons with the right season

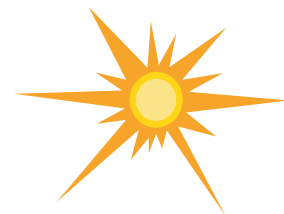
Summer



Monsoon



Winter

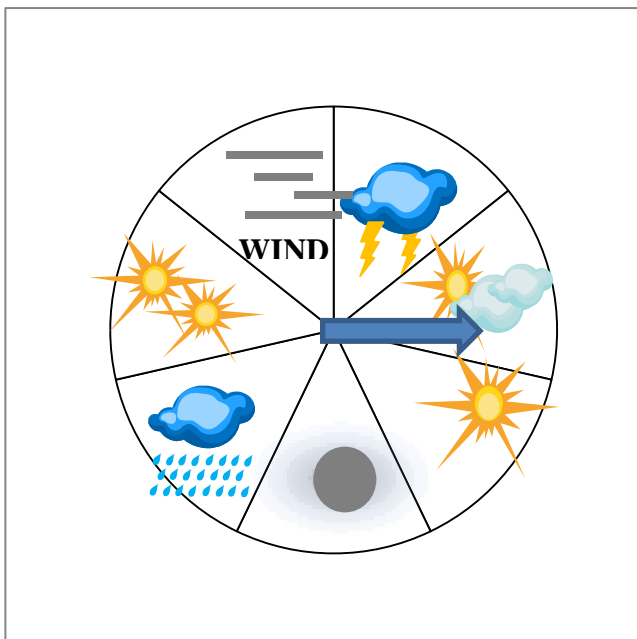




Handicraft: Make a today weather wheel

Give the students page ... of the workbook. Give the students a big piece of paper and draw a circle on it. Divide the circle in 7 or 8 equal parts. Let the students cut the weather icons and ask them to paste it on the circle.

Cut the arrow too and put the arrow with a split pin in the middle of the circle, so that it can turn around.



Goal:

Students will be able to identify the weather of the day.

Cognitive – become familiar and learn about different weather icons.

Concentration and memory: remaining focused on set challenge

Social- Emotional Development

sharing
patience
cooperation
pride of ones work
respecting peer's work

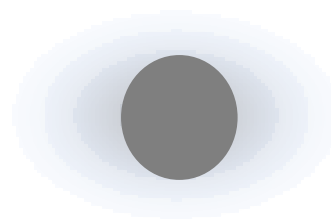
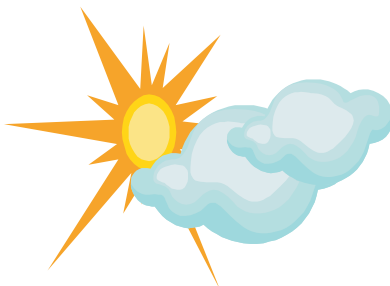
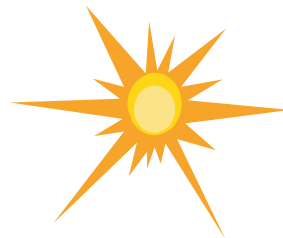
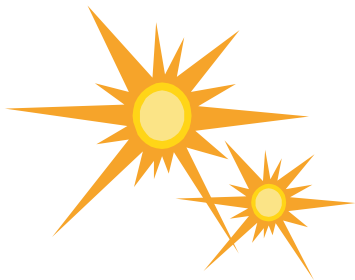
Tools and Materials:

Paper

Scissor

Glue

Weather icons



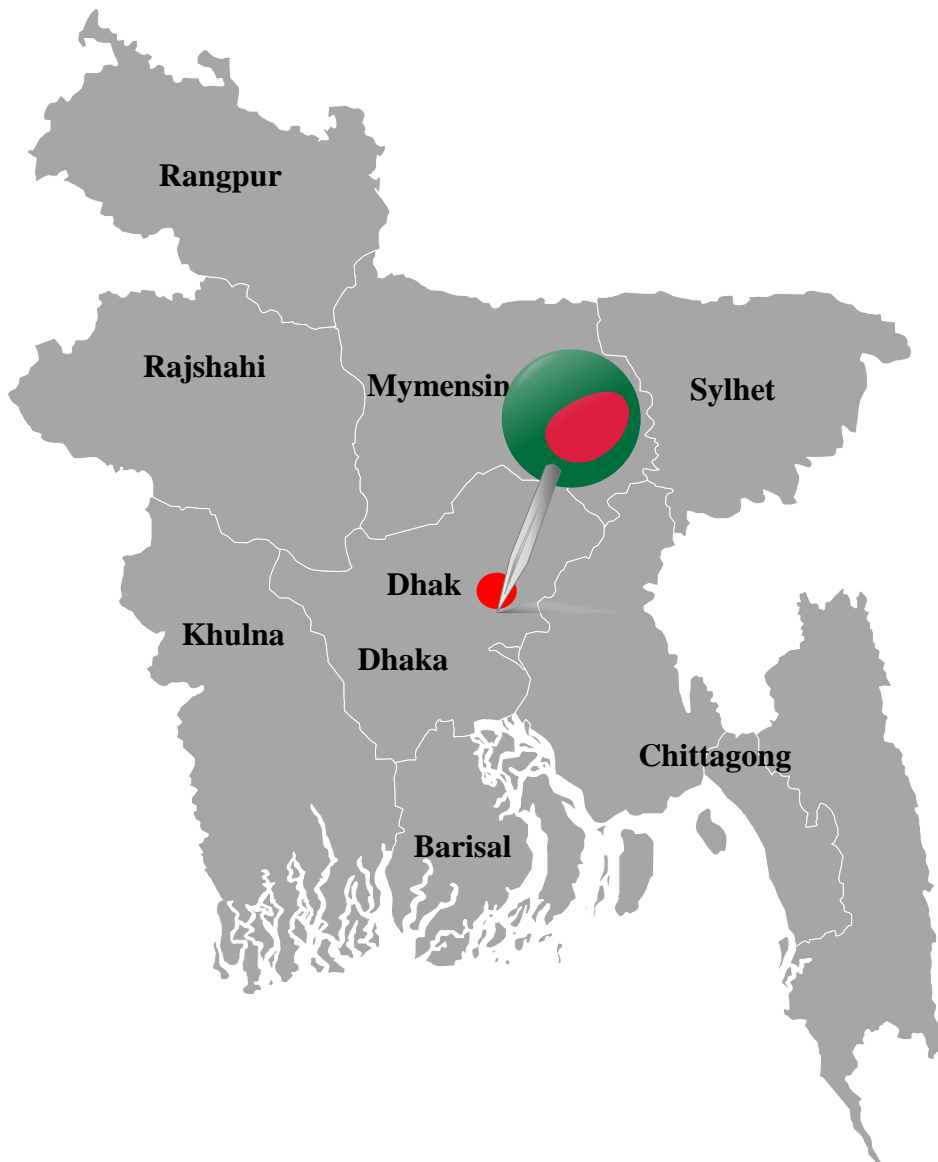
WINDY



Capital Dhaka

The largest city and capital of Bangladesh is Dhaka. The Greater Dhaka Area has a population of about 17 million people, which makes it one of the most populated cities in the world. It is known as the "City of Mosques". The streets and rivers are filled with colourful chaos. It plays host to the highest number of rickshaws in any city in the world, totalling around 400,000.

Motijheel is the main commercial area of the city. Dhaka's main waterfront, Sadarghat, is on the banks of the river Buriganga in Old Dhaka and is crowded with various ferries, yachts and paddle steamers.



Goal:

- To improve listening skills
- Concentration
- Imagination

Students will be able to identify the capital of Bangladesh.

Cognitive – become familiar and learn about the capital

Students will be able to memorise what you can find in the capital.

Concentration and memory: remaining focused on set challenge

Tools and Materials:

Use a map of Dhaka to point out Sadarghat, Old Dhaka etc.

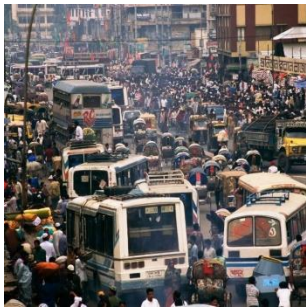
Dhaka in pictures



Ricksjaws



Mosques



Colorful chaos



Parlement



Buildings



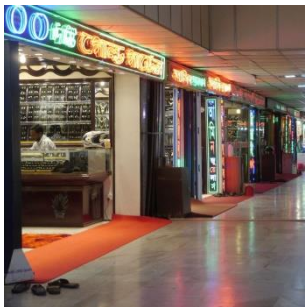
Ahsan Monjil



Slum

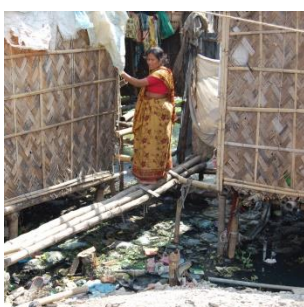


Sadarghat



Shopping mall

Exercise 6; Put a circle around things you can find in Dhaka





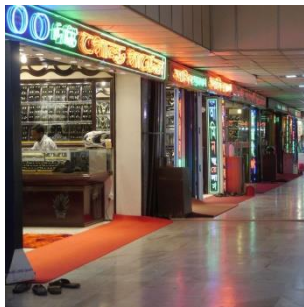
Exercise 7: Urban or Rural

On the next page you find pictures which belong to the city and pictures of rural Bangladesh. Cut the pictures and put them in the right box.

Urban / City

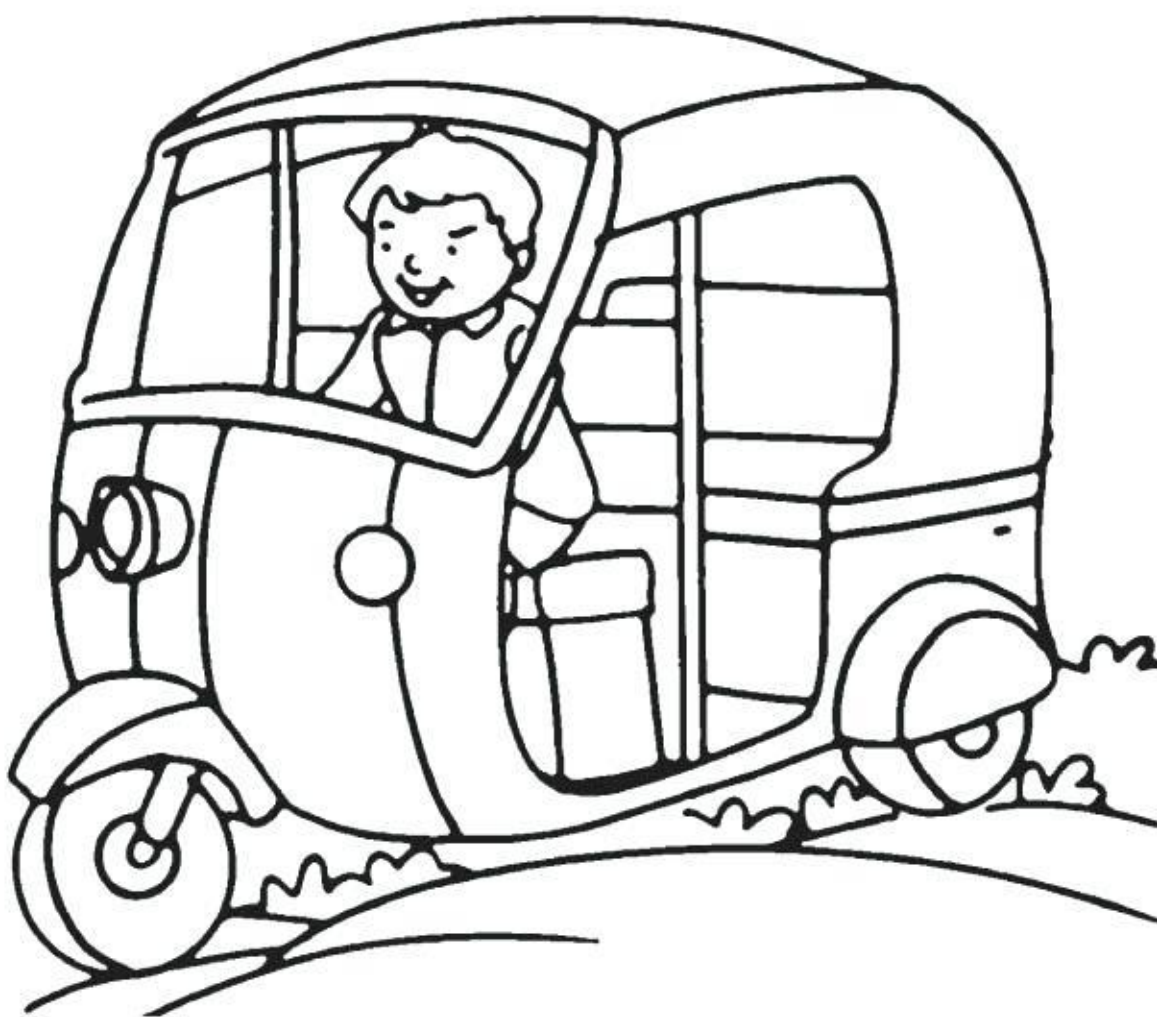
Rural

 *cut the picture*





Exercise 8: Color the auto ricksjaw



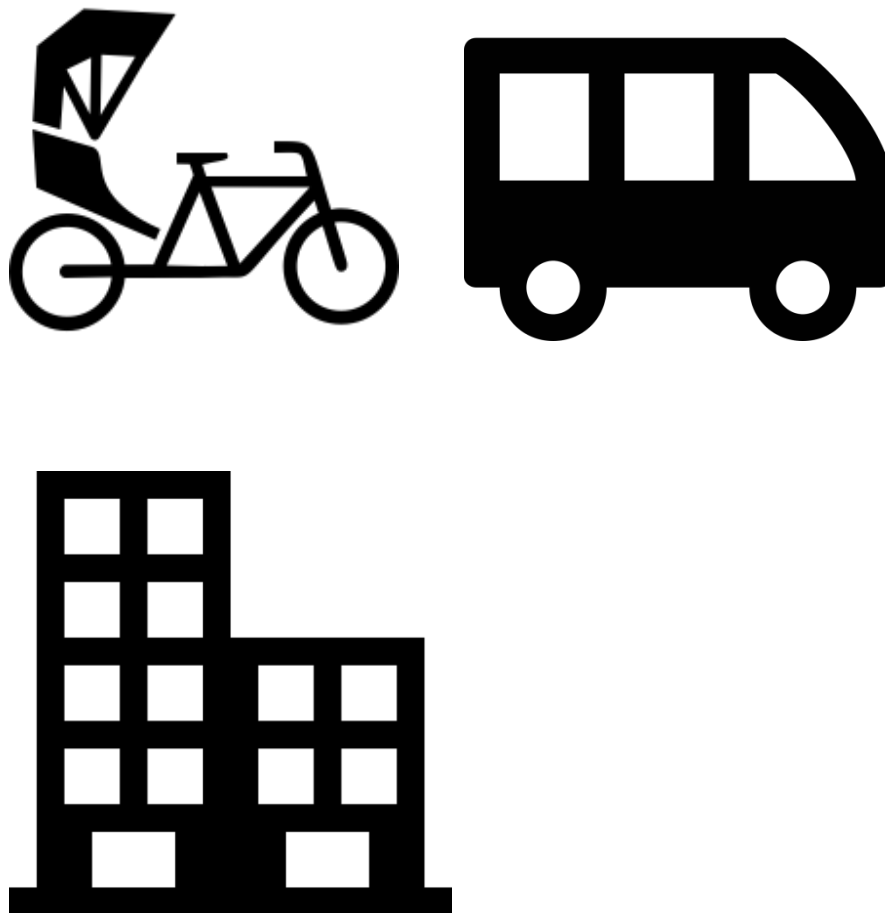
Shapes

Learning about and recognizing basic shapes is so much more fun and motivating when it is hands-on. Children need the opportunity to create and explore with shapes to learn what shapes look like and how to make them.

This shapes activity has been created with a number of manipulative items, to invite children to play creatively, imaginatively, mathematically, to construct, problem solve, explore, discover and try new things, all while having fun and learning about shapes.

Making shapes

Give the children melt beads, plug mosaic or different shapes and let them make the ricksjaw, bus or building in which they use different kind of shapes.



Material :

melt beads, plug mosaic.

Goals:

Creativity and imaginative play,

Fine Motor Development

Hand-Eye Coordination and Control

Concentration

Spatial awareness – experimenting and exploring with shape and space

Language development – shape names and communication

Classifying, matching and sorting

Problem solving and self-correcting

Shape recognition



Use shapes puzzles, plug mosaic.



Exercise 9: Shapes

Ask the children to put the right shape on the windows and wheels of the bus.





Exercise 10: Draw the shapes

Oval



square



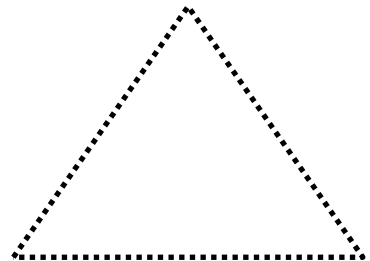
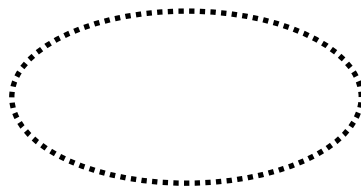
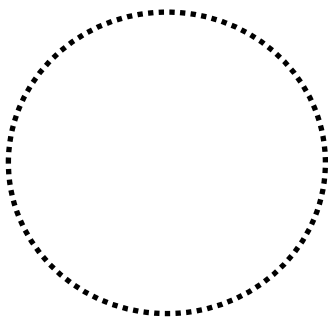
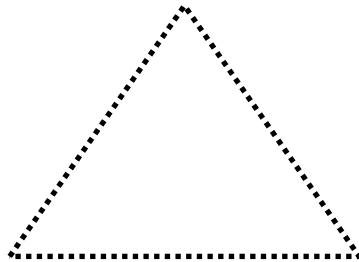
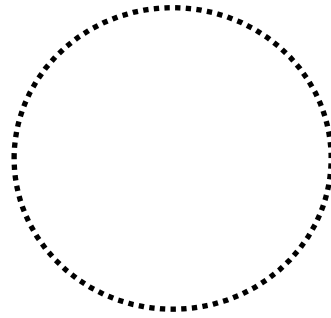
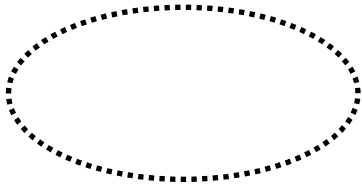
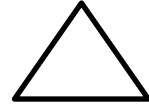
circle



rectangle

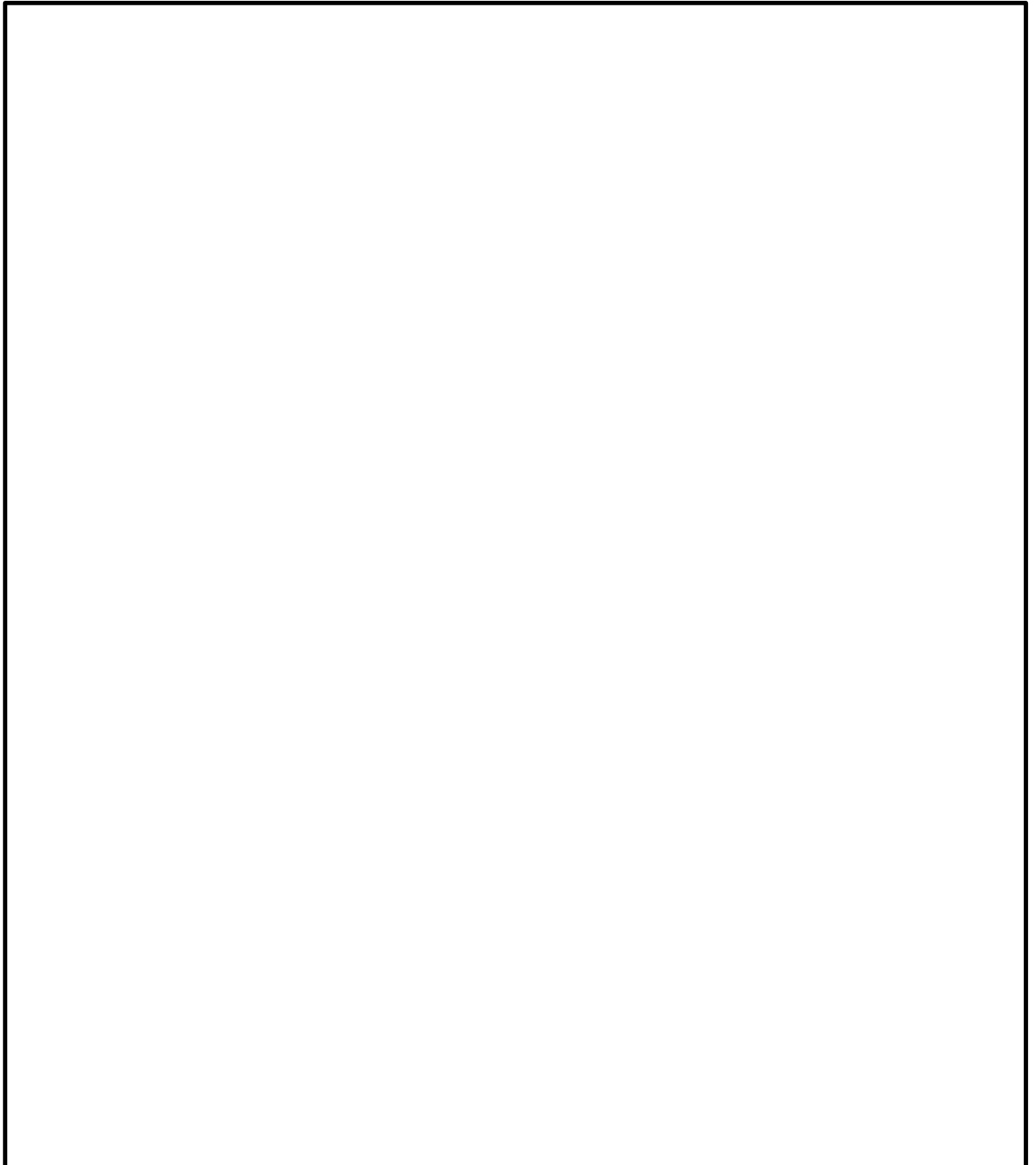


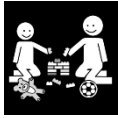
triangle





Exercise 11: Choose the right shapes and draw your own bus.





Activity : Build a city

Building blocks are an excellent way to learn through play.

Every child plays with blocks in their own unique way and has therefore developed their own unique understanding of how blocks work. The specific shapes, lengths, widths and heights of the wooden blocks are crucial to the success of the block building experience.

Give the children a fair amount of wooden blocks and ask them to build a city.



When the city is ready, you can give them cars and stimulate them to play a symbolic play.

Goal:

Mathematics

shape recognition
symmetry
measurement
counting
1-to-1 correspondence
fractions
size

Language Arts

sharing ideas
naming buildings
creating stories
creating signs
labeling

Social

mapping
symbolic
representation

Science

balance
experimentation
inclined ramps
stability
gravity

Physical Development

gross motor
development
hand-eye coordination

Social- Emotional Development

sharing
patience
cooperation
pride of ones work
respecting peer's work



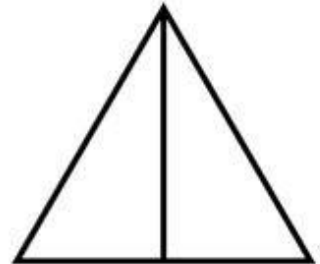
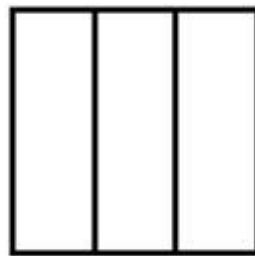
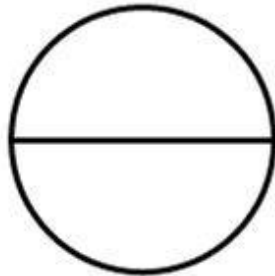
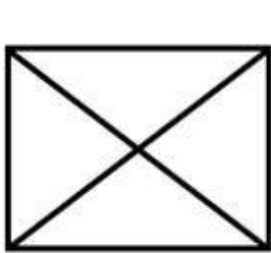
Name: _____

Halves

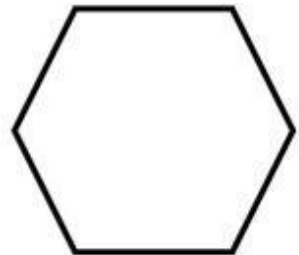
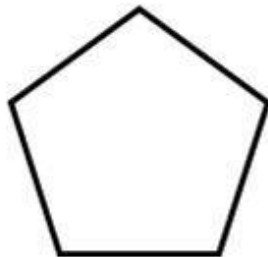
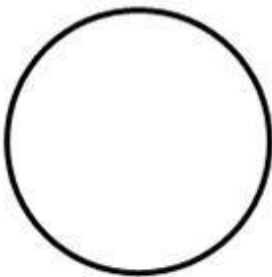
Halves are the 2
equal parts of a
whole.



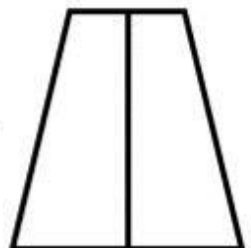
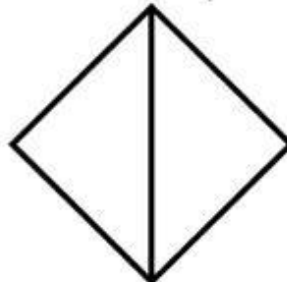
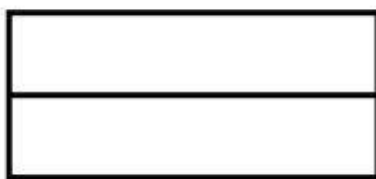
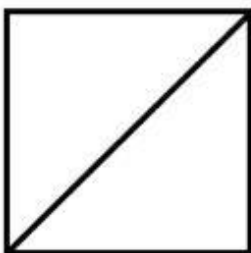
Color the shapes that have been cut into half:



Cut these shapes into half:



Color one half of each shape:



Geography

Bangladesh, on the northern coast of the Bay of Bengal, is surrounded by India, with a small common border with Myanmar in the southeast.



The country is almost entirely flat and is dominated by the Ganges-Brahmaputra delta where the Ganges, Brahmaputra and Meghna Rivers make their way down from the Himalayas and converge on the lowlands. The capital city, Dhaka, is near the point where those river systems meet.

In the north and the southeast the land is more hilly and dry, and tea is grown. The Chittagong Hill Tracts have extensive hardwood forests. The vast river delta area is home to the dominant plains culture. The land is suitable for rice cultivation.



Goal:

Students will be able to identify some geographic particularities.

Cognitive – to identify where Bangladesh is located on the world map.

Social – listening skills & concentration.

Memory



Exercise 13: Find and color Bangladesh on the map



Bangladeshi rivers

A river is a long water course that flows down a slope along a bed between banks, it keeps on getting more and more water from other streams, rivers, springs, rainfall and other sources of water. So it gets bigger along the way. A river is mostly freshwater that flows across the surface of the land, normally winding its way to the sea.

Bangladesh has one of the largest river networks in the world with a total number of about 700 rivers. Due to all those rivers Bangladesh is very fertile.

Bangladesh has three major rivers:

1. the Jamuna,
2. the Padma,
3. the Meghna



Goal:

Students will be able to identify the rivers of Bangladesh.

Cognitive – become familiar and learn the names of the rivers.

Students will be able to memorize the names of the different rivers.

Concentration and memory: remaining focused on set challenge

Tools and Materials:

Exercise 14: Bangladeshi people using the river

The rivers are very important for the Bangladeshi people. Discuss for which purpose the rivers are used.



Transport of people and goods



Religious hindu festivals



Fishing



Cleaning vehicles



Bathing & washing cloths



Clay winning



Big sister

by Tagore

*They dig by the river for bricklaying - laborers from the west
country. Their little girl
Keeps scampering to the ghat. Such scrubbing and scouring
Of pots and pans and dishes! Comes running
A hundred times a day, brass bangles jangling
Clang clang against the brass plates she cleans.
So busy all day! Her little brother,
Bald, mud-daubed, not a stitch on his limbs,
Follows her like a pet, patiently sits
On the high bank, as Big Sister commands.
Plates against her left side, a full pitcher on her head,
The girl goes back, the child's hand in her right hand.
A surrogate of her mother,
Bent under her work-load, such a wee Big Sister.*

Activity :

Take the children to the river and make a small river trip. Name all the activities which you see on the river or riverside.



Activity: Jump

Make with tape two lines in your classroom and tell the students that in-between the lines the Jamuna river is flowing. Let the students jump over the line, who jump in the river get wet feet's and is out of the game.



Goal:

To improve listening
skills
Concentration
Imagination

Science

balance
experimentation
stability
gravity

Physical Development

gross motor
development

Social- Emotional
Development

patience
cooperation

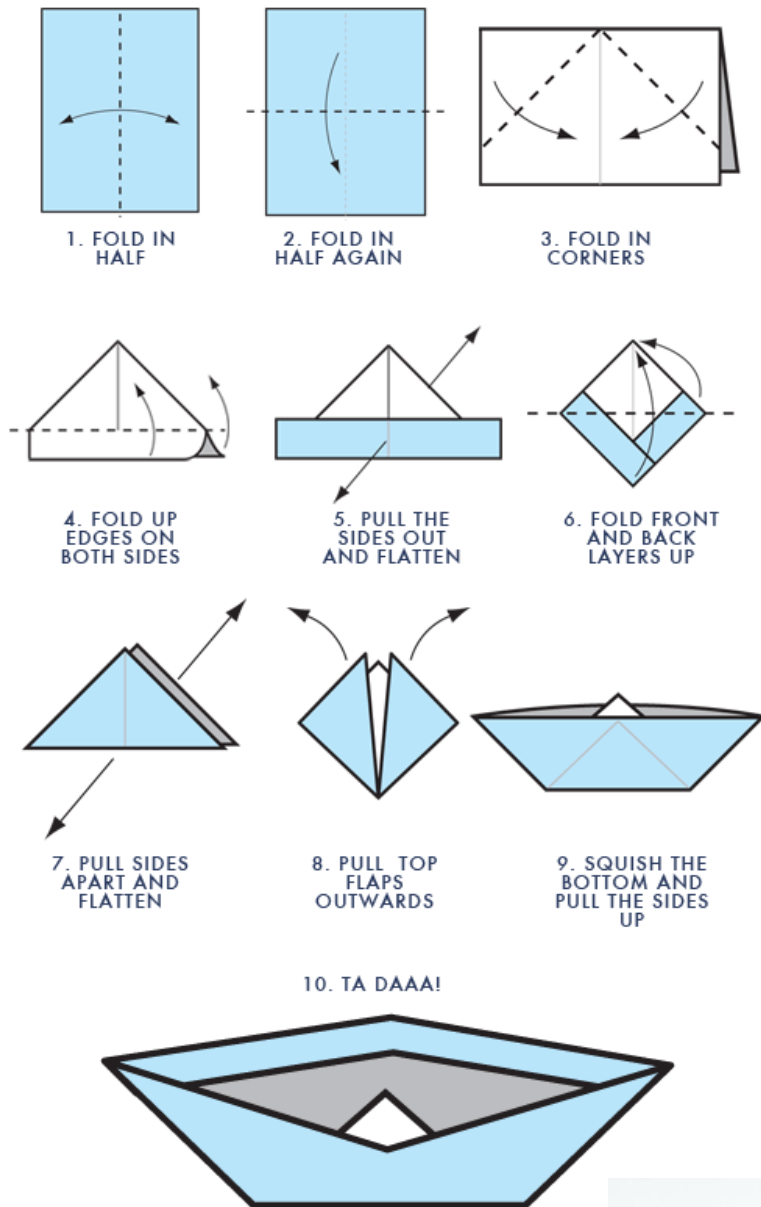
Tools and Materials:

Tape



Activity : Fold your own boat

Make your own boat by folding a piece of paper.



Goal:

Mathematics

shape recognition
symmetry
measurement
counting
1-to-1 correspondence
fractions
size

Imagination

Social skills

Spatial awareness –
experimenting and
exploring with shape
and space

Problem solving

Hand-eye
coordination

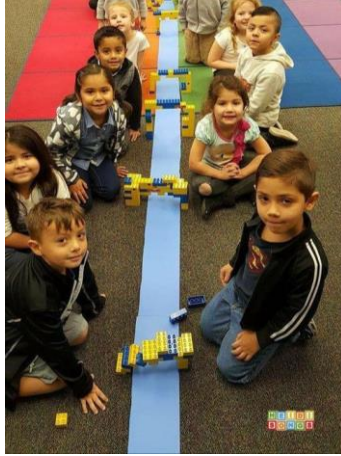
Tools and Materials:

paper



Activity : Make your own river

Make your own river, use blocks to make the river banks, a big piece of blue cloth (sari) or paper to make the river and ask the students to build bridges with blocks so that people can cross the river.



Make a river outside

Set the students to work digging a narrow trench across the length of the sandpit. To make the river actually hold water, lined the narrow trench with some foil or plastic. Now just pour some water into one end of the river and watch it flow! To make it more fun, take some rocks, sticks and plastic animals and people to imagen real Bangladeshi river life.



Goal:

Language Arts

sharing ideas
naming rivers
creating stories
creating signs
labeling

Imagination

Social skills

Spatial awareness –
experimenting and
exploring with shape
and space

Problem solving

Tools and Materials:

Blocks

Blue cloths (sari) or
paper

Tools and Materials
for outside activity:

Sandpit

Aluminium foil or
plastic

Plastic animals

Plastic people

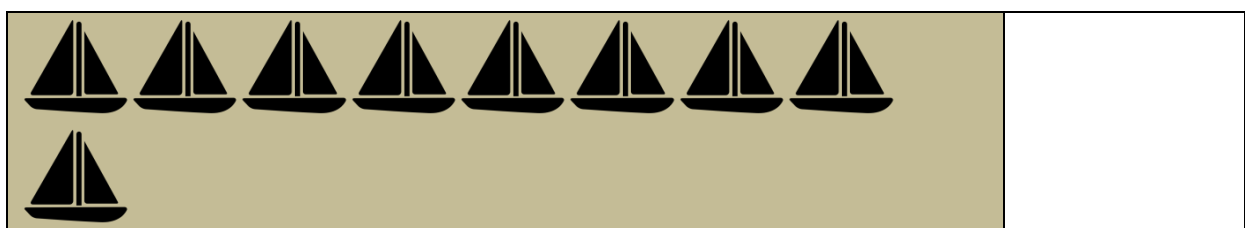
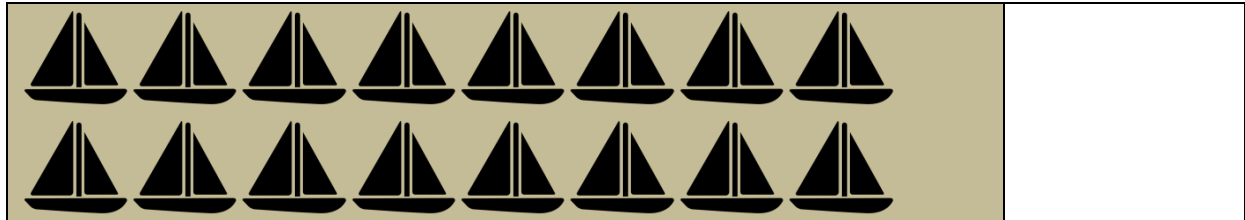
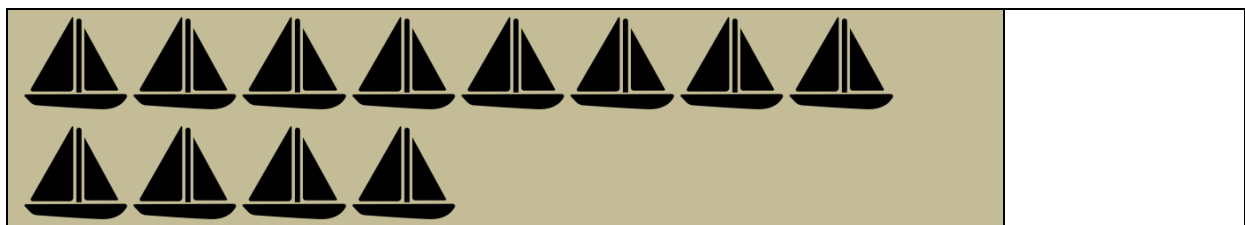
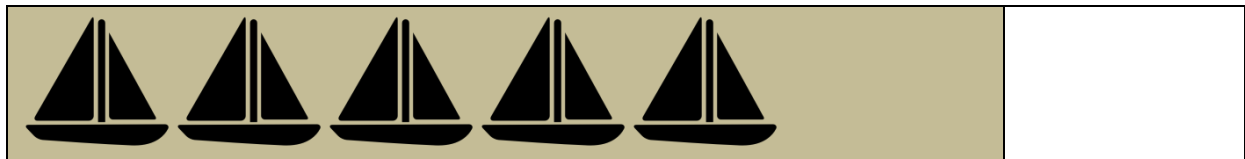
Plastic boats

Rocks

Sticks

Bark

Exercise 15: Count the boats in the river



Counting



Activity : jump from rock to rock to cross the river

Practicing math facts or learning to count and recognize numbers can be challenging for young learners. And it can be tedious and boring if the only way they practice is sitting at a desk doing worksheets. Puddle Jump is a simple game that only takes about five minutes to prepare, but gives students a chance to practice math and get moving at the same time! To combine it with the theme, tell the students that the numbers are rocks and that if they want to cross the river they have to solve the

For small kids who are not able to count yet but recognize numbers, write 1 to 10 on paper and let them jump from 1 to 10, or call a number and let them jump to the right number.



For students who are familiar with the figures and start with easy math, you can write bigger figures on paper and the students have to jump to the right answer on a sum.

For example the teacher say :

1. $5 + 7 =$ the student jumps to 13.
2. $3 \times 3 =$ the student jumps to 9
3. $9 - 2 =$ the student jumps to 7
4. (be sure that the figures match the outcome of your sum)

Goal:

Science

balance
experimentation
stability
gravity

Physical Development

gross motor
development

Social- Emotional
Development

patience
cooperation
pride of ones work
respecting peer's work

Children will be able
to identify and match
numbers.

Spatial awareness –
experimenting and
exploring with shape
and space

Problem solving

Tools and Materials:

Paper

Scissor

pen

Exercise 16: Count the boats



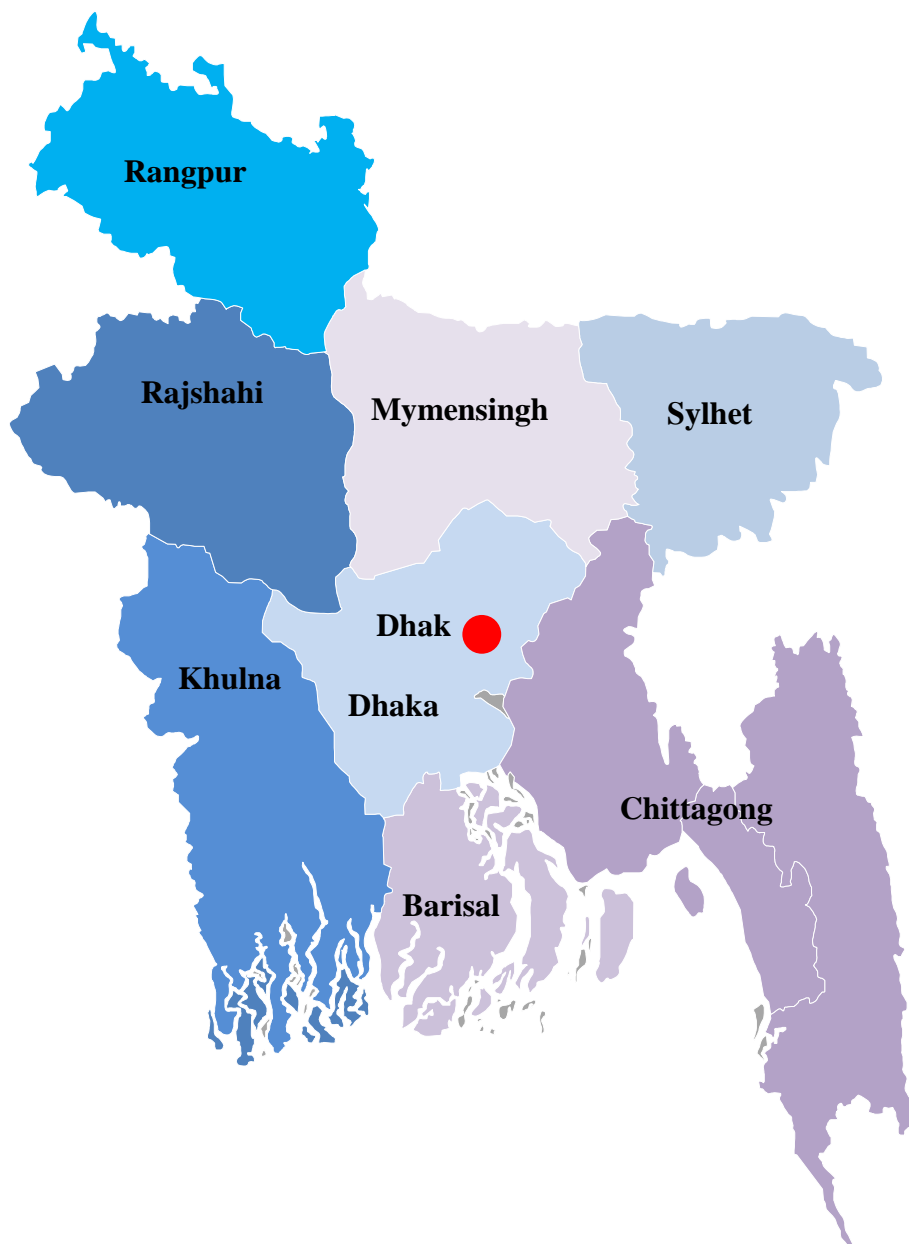
How many boats are on the picture ? Encircle the right answer.

9	12	11
10	13	8

Divisions

Bangladesh is divided into eight divisions,: Divisions are divided into districts. There are 64 districts in Bangladesh.

1. *Barisal*
2. *Chittagong*
3. *Dhaka*
4. *Khulna*
5. *Rajshahi*
6. *Sylhet*
7. *Rangpur*
8. *Mymensingh*



Goal:

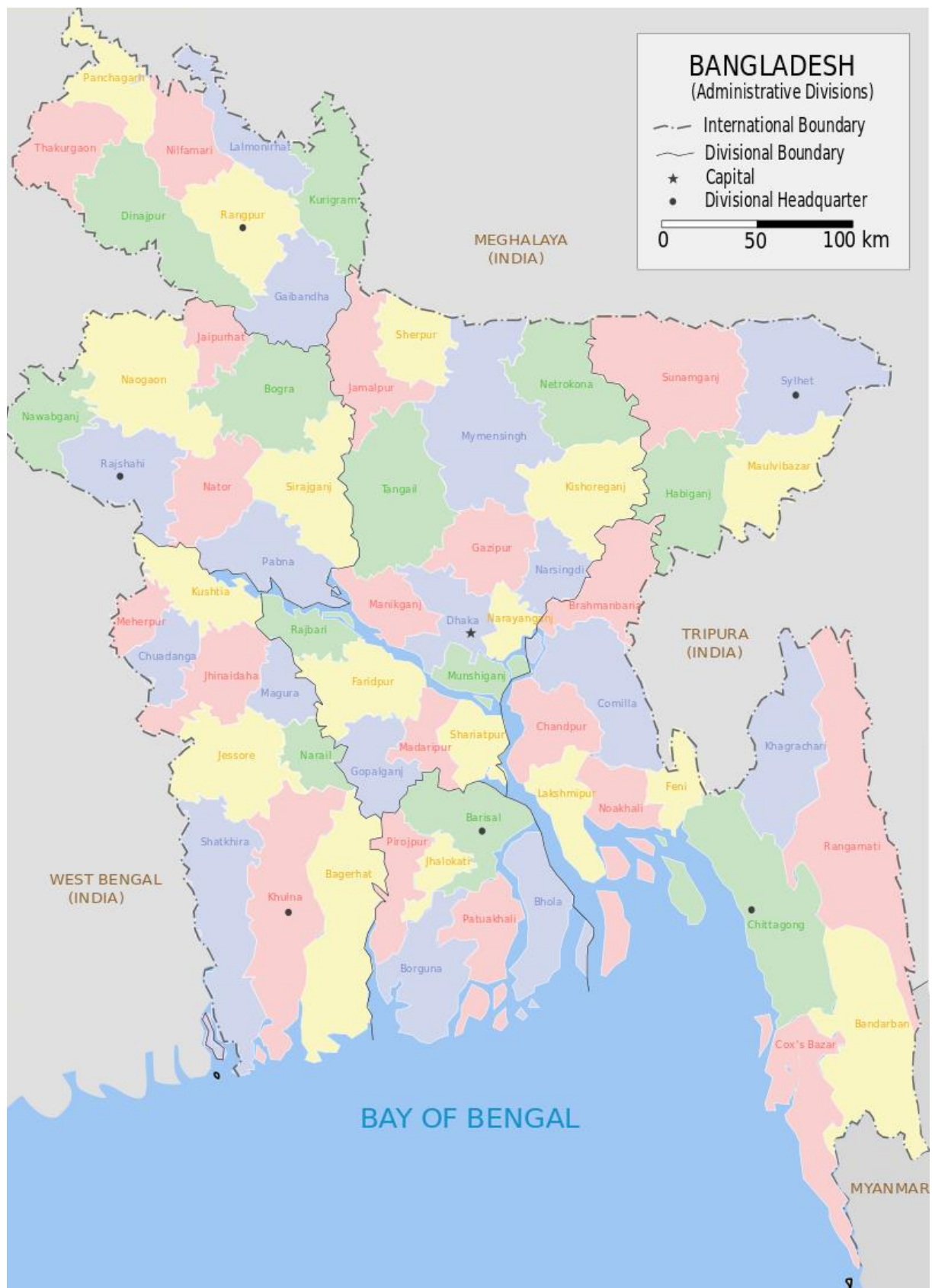
Students will be able to identify the divisions of Bangladesh.

Cognitive – become familiar and learn the names of the divisions.

Students will be able to memorise the names of the different divisions.

Concentration and memory: remaining focused on set challenge

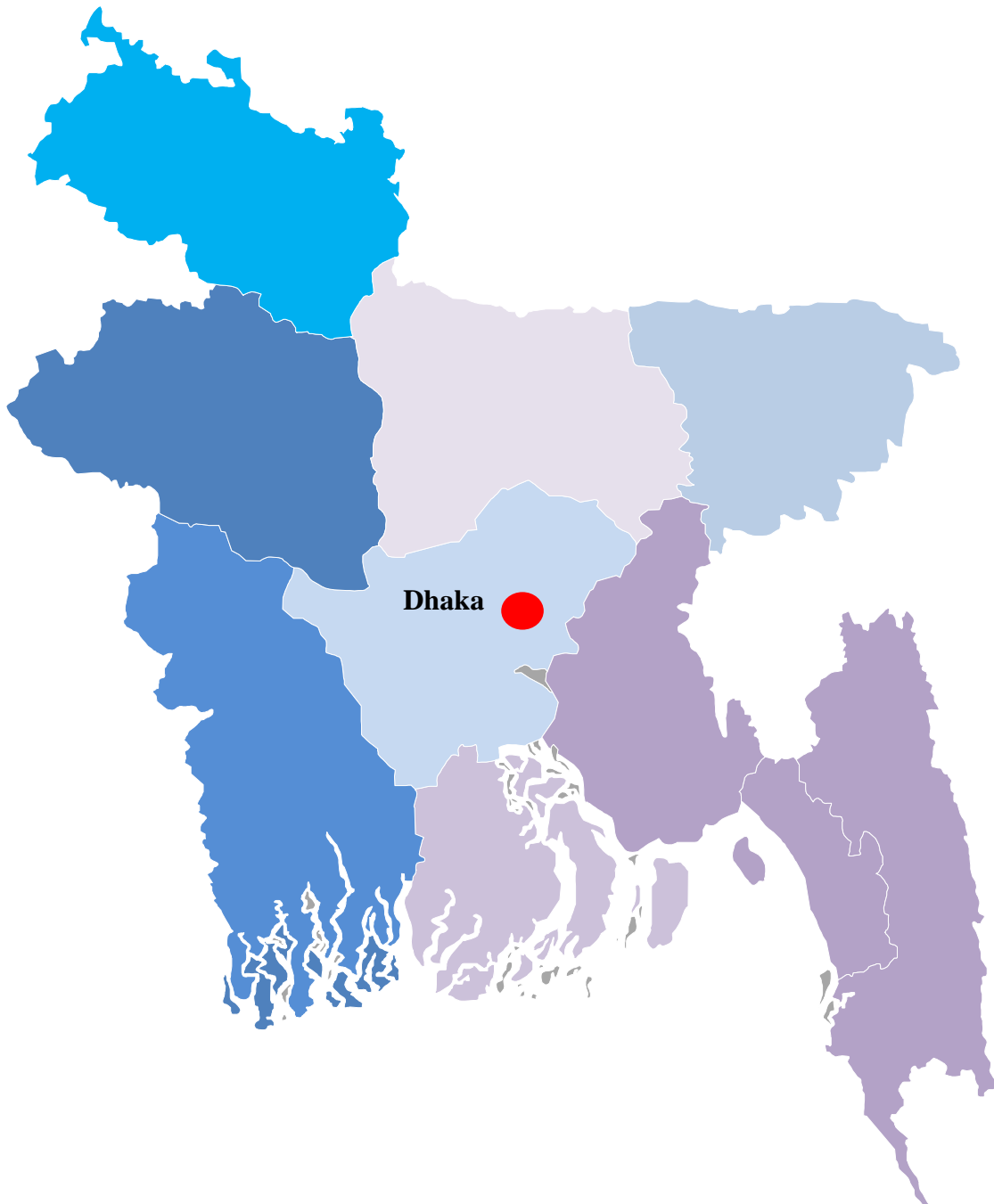
Tools and Materials:





Exercise 17: Put the names of the divisions on the right place

Barisal	Dhaka	Rajshahi	Chittagong
Sylhet	Khulna	Rangpur	Meymensingh





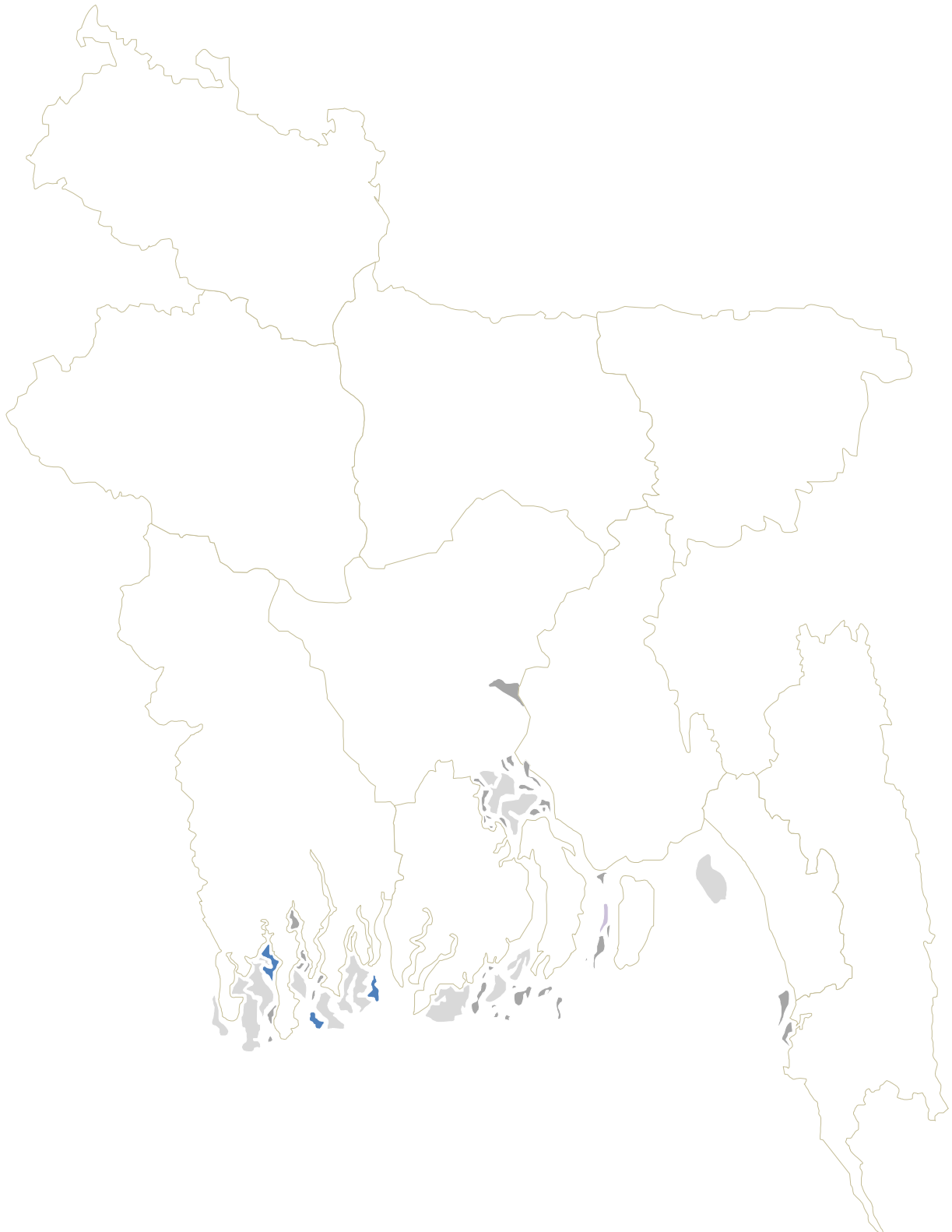
Exercise 18: Put the divisions on the right place





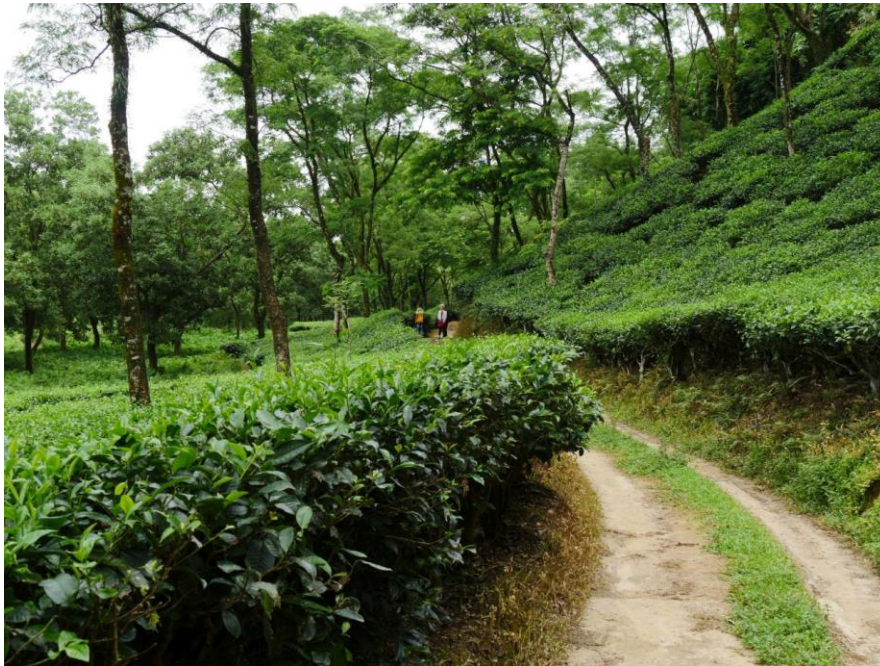


Exercise 19 ; Draw the country borders



Natural Beauty's

Teagardens



Tea is the most popular drink in the world after water. Most tea is produced on large plantations or estates. Bangladesh is an important tea producing country, it have tea gardens in the hills of Sylhet and Chittagong.



Goal:

Students will be able to identify the natural beauties of Bangladesh

Cognitive – become familiar and learn about different habitats.

Cognitive – to recognise the habitat tea garden.

Mangrove



Mangroves are trees or bushes that grow in seashores and riverbanks. They have a thick tangle of roots that sticks up through the mud. Mangrove made shelter and food possible for animals living there. Bangladesh has a sweetwater mangrove forest called Ratargul in Sylhet district and world biggest salt water mangrove Sunderban in Khulna / Barisal district. In the mangrove forest Sunderban lives the royal Bengal tiger.



Goal:

Students will be able to identify the natural beauties of Bangladesh

Cognitive – become familiar and learn about the habitat mangrove.

Cognitive – to recognise the habitat mangrove.

Forest



A forest is a piece of land with many trees. Many animals need forests to live and survive. Forests are very important and grow in many places around the world. They are an ecosystem which includes many plants and animals. Their trees help produce oxygen that all living things need. The forests are the lungs of our planet. In Bangladesh forest rapidly disappear. You still can find hill forest in Sylhet and Chittagong division.



Goal:

Students will be able to identify the natural beauties of Bangladesh

Cognitive – become familiar and learn about the habitat forest.

Cognitive – to recognise the habitat forest.

Beach



A beach is an area of sand or stones beside the sea. Bangladesh, with a sea border facing the Bay of Bengal, claims to have the world's longest sea beach. People often use beaches as a place to swim or just to relax.



Goal:

Students will be able to identify the natural beauties of Bangladesh

Cognitive – become familiar and learn about the habitat beach / seashore.

Cognitive – to recognise the habitat beach / seashore.

Paddy fields



Fields where rice grows are called paddy fields. Rice is a grain.

It needs a lot of water as it grows. Therefore paddy fields have low walls around them to hold the water. In Bangladesh, rice is the main food. Rice is cultivated in whole Bangladesh throughout the year.

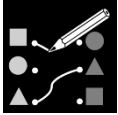


Goal:

Students will be able to identify the natural beauties of Bangladesh

Cognitive – become familiar and learn about the habitat paddy fields.

Cognitive – to recognise the habitat paddy fields.



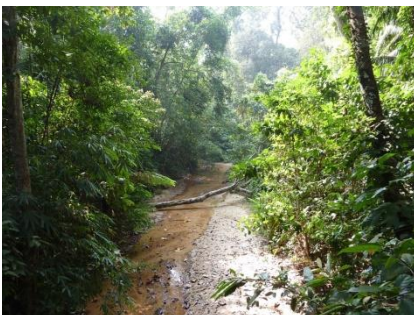
Exercise 20: Combine the picture with the right word



Tea garden



Mangrove



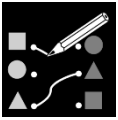
Beach



Paddy field

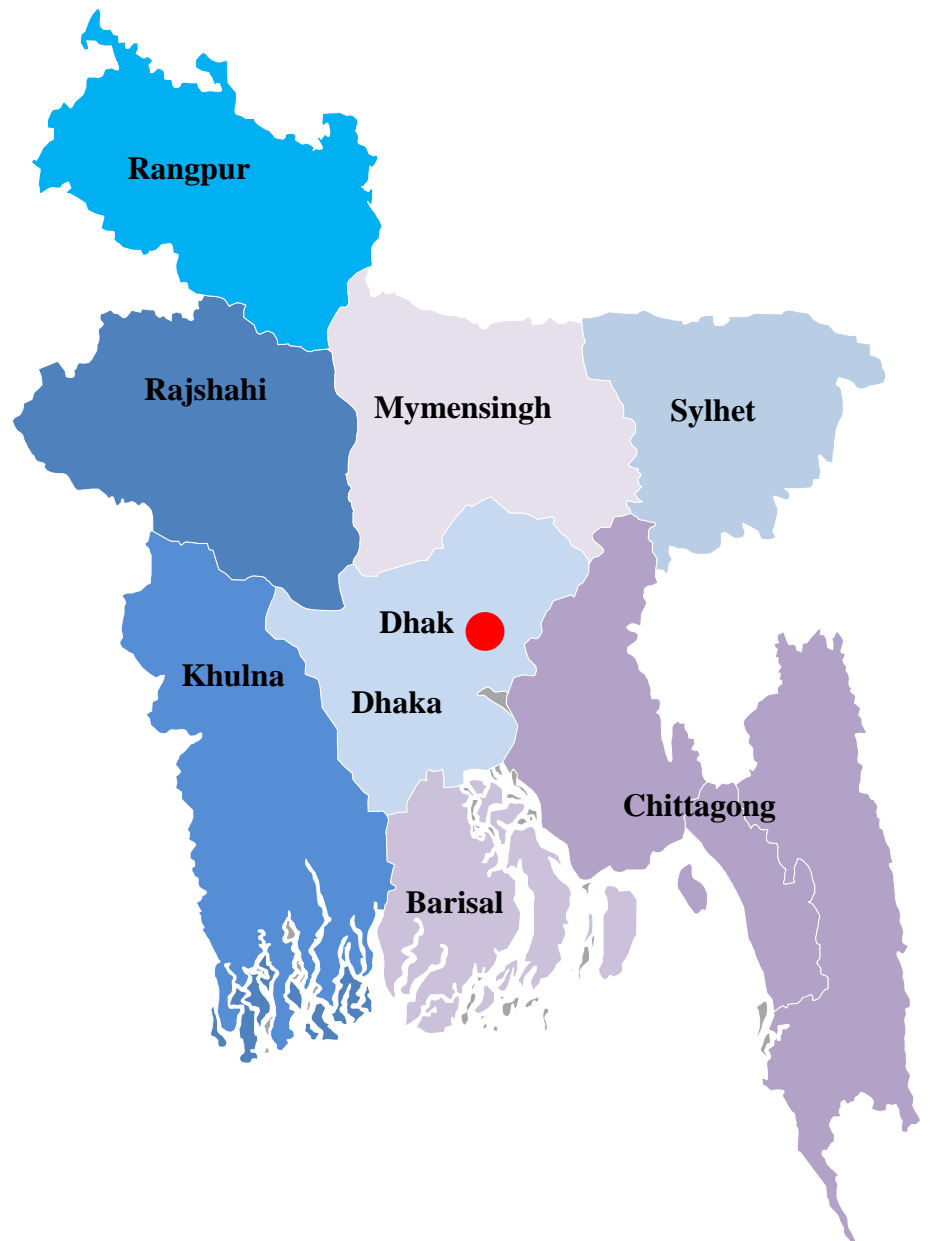


Forest



Exercise 21: Which habitat can you find where in Bangladesh?

Connect the picture to the right place on the Bangladeshi map





Exercise 22: Write the names of the divisions

বরিশাল	চট্টগ্রাম

ঢাকা	খুলনা

রাজশাহী	সিলেট

রংপুর	ময়মনসিংহ



Activity: Musical chairs

Count how many players you will have. Round up enough chairs for every studentminus one.

Arrange the chairs in a circle.

Have your gang play the first round of musical chairs the traditional way – The DJ will turn on the music and have the players walk in a circle around the chairs. When the music stops, each player must find a seat and sit down in it – but since you only have enough for all except one, there will be one kid left standing. He is "it".

Ask the player 'it' to name a division. If the player can name a division he is part of the game again. If he cannot name a division or if he name a division which was said before, he is out of the game.

Remove one chair from the circle when the player 'it' left without a chair cannot name a division or if he name one which was already said before. So that slowly the chairs will be reduced. The last kid sitting is the winner!



Goal:

Concentration and memory: remaining focused on set challenge

Social- Emotional Development

patience
cooperation
pride of ones work
respecting peer's work

Gross motor skills

Tools and Materials:

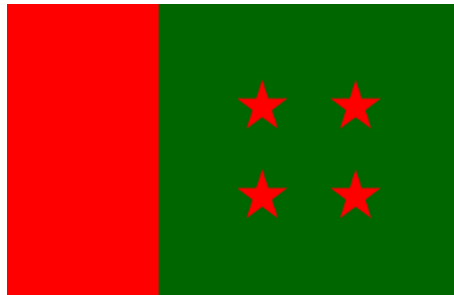
- Enough chairs for every player
- Music and a player – fun, upbeat music works best
- A "DJ" to stop and start the music

Political parties

Bangladesh have two major political parties:

Awami League

The party under the leadership of Sheikh Mujibur Rahman, the founding father of Bangladesh, led the struggle for independence. Sheikh Hasina Wazed is the daughter of Sheikh Mujibur Rahman and the current Prime Minister of Bangladesh.



Bangladesh Nationalist Party (BNP)

The BNP was founded by former Bangladesh President Ziaur Rahman to unite the people with nationalist ideology. Khaleda Zia is the wife of Ziaur Rahman and became chairman of BNP after his death.



Goal:

Students will be able to identify the two major political parties of Bangladesh

Cognitive – become familiar and learn about the two major political parties.

Cognitive – to recognize the two leaders of the parties.

Tools and Materials:

People

Bangladesh has a population of 167 million people (November 2018) making it the world's eighth most populated country.



People living in Bangladesh are called Bangladeshis.

They are maybe the most friendly and kind people of the world.

More than 90% of the Bangladeshis are Muslim.

Families usually live together. When children grow older, sons are expected to look after their elders. Girls are often married off on a young age and they leave the family to live with her husband's family. The Bangladesh society is male dominated, and they're very protective of their female relatives. In villages or rural areas people live in small clusters of tin sheet houses. In cities, most people live in apartment buildings.



Goal:

Students will be able to tell about the Bangladeshi people.

Cognitive – become familiar and learn about Bangladeshi way of life.

Tools and Materials:

Man



Men are expected to be the heads of their households and to work outside the home. Men often do the majority of the shopping, since that requires interaction in crowded markets. Men spend a lot of time socializing with other men outside the home.



Bangladeshi men traditionally wear Panjabi on religious and cultural occasions. In rural Bangladeshi, men wear lungi as casual wear and shirt-pant. In cities or on formal occasions, you often see men in suits.

In rural Bangladesh most men are working in agriculture or industries.



Goal:

Students will be able to tell about the Bangladeshi people.

Cognitive – become familiar and learn about Bangladeshi way of life.

Tools and Materials:

Woman



Women traditionally are in charge of household affairs and are not encouraged to move outside the immediate neighborhood unaccompanied. Most of women's economic and social lives is around the home, children, and family.



Bangladeshi woman traditionally wear saris. Saris also serve as class markers, with elaborate and finely worked cloth symbolizing high status. Poverty is marked by the cheap, rough green or indigo cotton cloth saris of poor women. Young females and woman working in formal occasions, like industry, NGO or companies also wear salwar kameez.



When woman are working outside, they are working in the garments industry or as cleaner / housekeeper.

Gender equality

In Bangladesh, women are often asked to do what is traditionally thought of as “women” jobs, such as cooking, serving tea, etc. But men and women should have equal opportunities, traditionally male jobs can be done by women too and males can do traditionally women work.

There is a difference between rural and urban areas in challenging the roles of men and women in traditional jobs or activities. In Dhaka, women are increasingly employed as drivers, but this is uncommon and rarely seen in rural areas. However, in rural areas, many girls ride bicycles to schools, something quite uncommon in Dhaka. Also in the city, women are taking up lead roles in the professional sector, and in sub-urban areas it is common to see women selling vegetables, and managing animal farms, traditionally a male job.

Goal:

Students will be able to tell about the Bangladeshi people.

Cognitive – become familiar and learn about Bangladeshi way of life.

Tools and Materials:

“I am a boy and I am a girl” book from the Joya & Bijoy series.

Discuss the following questions with your students:

1. Do you think man and woman can do the same jobs? Why?
2. Do you think a woman career is to be a housewife?
3. Whose job is it to clean the house, prepare the food, raise the kids?

Use the “I am a boy and I am a girl” book from the Joya & Bijoy series. This book describes about the differences and similarities of the role of boys and girls.

Read the story out loud.

Ask the students to try to remember the story and re-tell it in their own words.

Exercise 23: Various types of jobs

With help of pictures (see next pages) the teacher shows various types of housework and jobs, such as: sweeping the floor, washing clothes, building a house, driving truck, working in the field etc. Ask the students what kind of work that is usually done by man and what kind of work is usually done by woman. Normally the boys will choose work like repairing the house or electricity and working on the field. On the other hand, girls normally choose cooking, washing and ironing. Ask why they chose those types of housework.

Discuss whether boys are able to do the work that the girls chose such as washing the dishes and cooking, and are girls able to do work that the boys chose. At the end of the discussion, explain to the students that even though they have different sexes they are able to do any kind of housework or jobs both alone and together.

Highlight that boys and girls must respect each other and work together to do the housework. Boys and girls are different but do not discriminate how you treat them.

Goal:

Students will be able to tell about the Bangladeshi people.

Cognitive – become familiar and learn about Bangladeshi way of life.

Tools and Materials:

“I am a boy and I am a girl” book from the Joya & Bijoy series.







Tribes

A tribe is a group of people who has their own culture and tradition. There are many tribes in Bangladesh. A majority of those tribes have a different religion, they are Buddhist, Hindu or Christen. Tribal people are very self-reliant, they grow their own food and weave their own clothes.

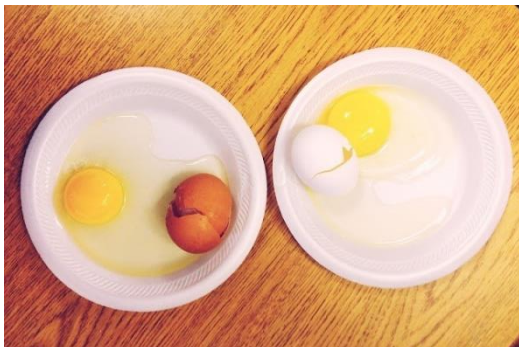
Many Bangladshis do not see tribal people as citizens of Bangladesh, they treat them as strangers.



Activity on diversity

Our skin, is just our covering, like wrapping paper. And, you can't tell what someone is like from the color of their skin." Religion, is also just a wrapping paper. It does not say anything about someone's inner side.

Show the students different eggs (such as white and brown). Have them show what they see on the outside. Then, they will predict what the inside of the egg will look like based on their observations. Once the eggs are open, students will record what they see. Compare what we learned from the eggs and relate it to the Bangladeshis or tribes.



Goal:

Students will be able to identify diversity and equality.

Language Arts

sharing ideas
naming differences
creating stories
creating signs
labeling

Imagination

Social skills

Spatial awareness –
experimenting and
exploring with shape
and space

Problem solving

Tools and Materials:

Eggs (brown and white)



Song : Everyone Is Different
(By Lanny Sherwin)

*We're all different colors, we wear different clothes,
We speak differently from different zip codes.
We're short, we're tall, we're fat, we're thin,
We're square pegs in round holes just trying to fit in.*

*Everyone is different, it's really no big thing,
It's the differences between us that make life interesting.
Those little quirks that make us work are Heaven-sent,
So give a little thanks
That we're all different.*

*We're wise, we're weird, we're cool, we're geeks,
We're pieces of a puzzle – strangely unique.
But put us together and what do you see?
The world is our home, and we're one big family.*

*Everyone is different, it's really no big thing,
It's the differences between us that make life interesting.
Those little quirks that make us work are Heaven-sent,
So give a little thanks
That we're all different.*



Goal:

- To improve listening skills
- Concentration
- Imagination

Students will be able to identify diversity and equality.

Food

Rice and fish are the foundation of the diet. A day without rice is for most people an impossible thought. Three meals are consumed daily.

Breakfast:



In the morning its get more and more common to eat a flatbread, called 'roti' with some curries from the night before.

Lunch and Dinner:



For lunch the Bangladeshi people eat rice with 'Torkari, a spicy curry made by cooked vegetables with fish, meats or poultry. It often goes with 'dal', a thin soup based on ground lentils, chickpeas, or other legumes that is poured over rice.

Dinner: Consist often of the left-overs of the lunch.

Food is eaten with the right hand by mixing the curry into the rice and then make small portions with the fingertips. Before the meal, the right hand is washed with water above the eating bowl. With the clean knuckles of the right hand the interior of the bowl is rubbed, the water is discarded, and the bowl is filled with food. After the meal, one washes the right hand again, holding it over the emptied bowl.

Water is the most common beverage.

Snacks include fruits such as banana, mango, and jackfruit, as well as puffed rice and small fried food items. For many men, especially in urbanized regions and bazaars, no day is complete without a cup of sweet tea with milk at a small tea stall, sometimes accompanied by confections.

Goal:

Students will be able to tell about the Bangladeshi food.

Cognitive – become familiar and learn about Bangladeshi way of life.

Tools and Materials:

Religious food restrictions



Muslims do not consume pork. Meats should be slaughtered under Halal guidance.



Hindus do not consume beef, as the cow is considered sacred.

Exercise 24

Give the students page 50 of the workbook, and let them color a traditional local family lunch.

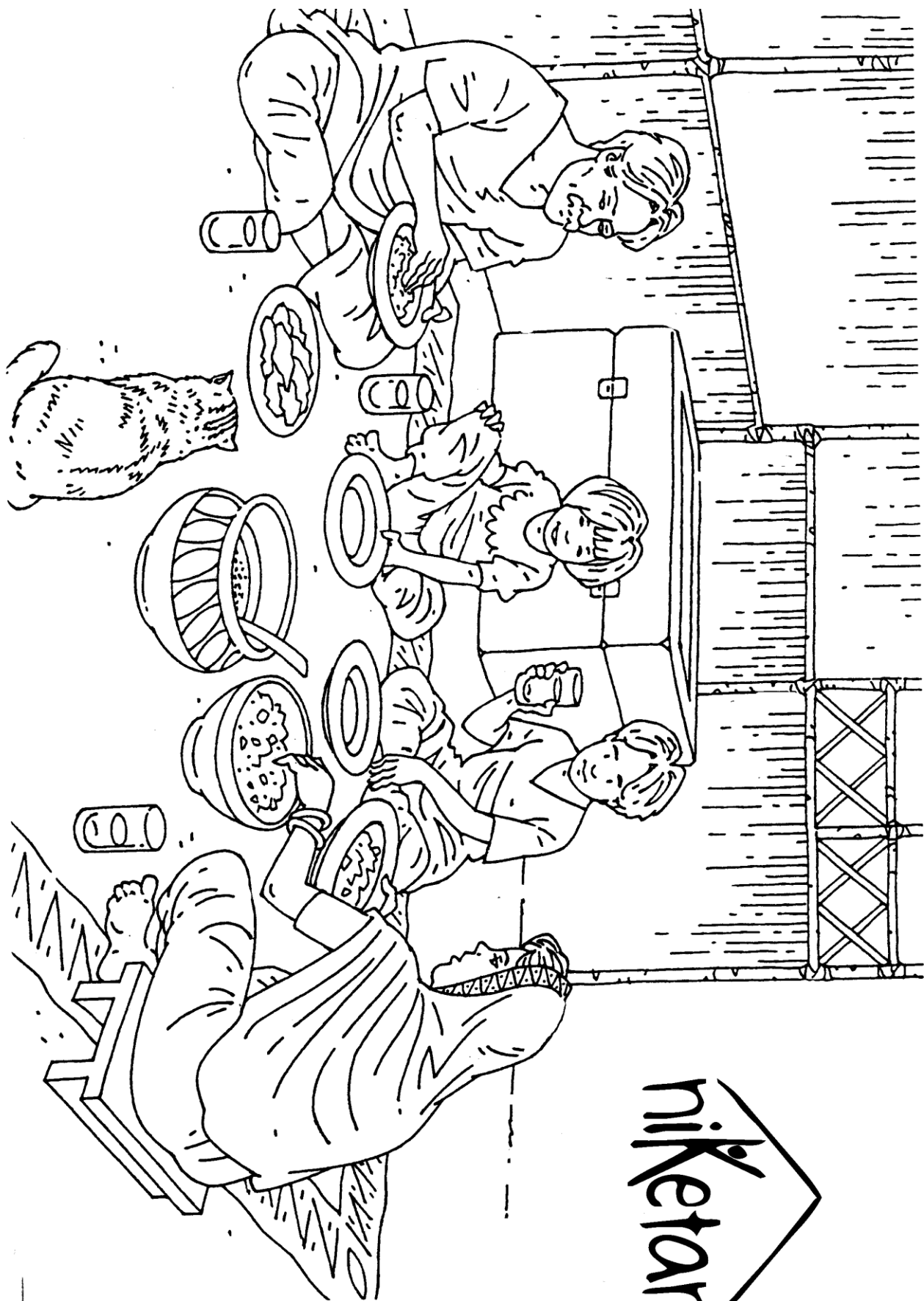
Goal:

Students will be able to tell about the Bangladeshi people.

Cognitive – become familiar and learn about Bangladeshi way of life.

Tools and Materials:

Color pencils



niketan

Exercise 25 : Encircle the traditional Bangladeshi food items.



Exercise 26: Writing names of traditional food items

		
<p><i>Dahl</i></p>	<p><i>Yoghurt</i></p>	<p><i>Birani</i></p>



Torkari

Roti

Pulao

Post it Bingo

What You Do:

Prepare the game. Each player writes the sight words on Post-It notes, one word per note; players check each other's notes for accurate spelling. Once the prep is done, players arrange their notes in a square on the construction paper or flat surface. If you're playing with 9 words, you should arrange them in three rows of three. For 16 words, four rows of four. Finally, put the stack of index cards in the center of the playing area, face down.

Play! The first player turns over the top index card and reads the word aloud. Players mark their matching Post-It note with a bingo marker. Once everyone's done marking, the player shows the card to all gamers, so they can check their work to be sure they've got a visual match. Player puts card in the discard pile. Play continues in this manner until a player has marked an entire row on their Bingo "board". The winner yells "Post-It Bingo!", then the oldest player checks the discard pile to be sure all the marked words have been called.

Sight words to use are:

Mangrove	Rice	Dhaka	Taka
Beach	Ricksjaw	Mosque	Forest
Teagarden	Barisal	Bangla	Shapla
Sylhet	Monsoon	Khulna	Jamuna



Goal:

Social

mapping
symbolic
representation

hand-eye coordination

Social- Emotional
Development

sharing
patience
cooperation
pride of ones work
respecting peer's work

Tools & Materials:

- pad of Post-It squares (3x3 or smaller)
- pencils
- set of 9 or 16 sight words to practice, written on index cards.
- one piece of paper per player
- a set of bingo markers, about 10 per player (plastic chips, bottle caps, paper clips, coins, be creative and have fun!

Exercise 27: reading sentences

Bangladesh is a country.

Bangladesh means: country where the Bangla language is spoken.

The flag is green with a red disc.

The capital is Dhaka.

Bangladesh have 8 divisions.

And many rivers.

Bangladesh have three main seasons, winter, summer and monsoon.

The people of Bangladesh are very friendly

Bangladesh is world's eighth most populated country.

I love my country.

