

Life Competencies and Civic Education

Grade 7

Teachers' Instructional Manual

Department of Social Sciences
National Institute of Education
Maharagama.
2008

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First Edition 2008

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Director General's Message

The present curriculum reform can be viewed as an entry to the solution of a series of problems prevalent in the school system. The present curriculum has been designed with the aim of overcoming the problems related to thinking and social and personal weaknesses that the young generation has faced today.

When we consider the education systems in the Asian Countries comparatively, Sri Lanka was far ahead some years back. But now most of the other Asian countries have developed their education systems making Sri Lanka far behind them. One reason for this retreat is the lack of new vision and taking decisions on the existing phenomena and repeating it over and over again.

With the aim of overcoming this catastrophe, officers of the National Institute of Education have made an attempt on reforming the school curriculum with clear vision. The aims of the new curriculum have been formulated to have pupils' competencies developed in building up their future making use of the knowledge that they already possess and the accumulation of new knowledge gained through exploration. To achieve these aims, a dynamic change in the role of the teacher is needed. In place of the teacher centred system of education prevalent today, a pupil centred, competency based activity oriented system is expected to be developed through new reforms, and hence teachers should be prepared to face challenges.

I thoroughly believe that this Teachers' Instructional Manual will help teachers immensely to develop such a system. I assure that you will be able to work as a successful teacher by following the instructions and guidelines given in this Teachers' Instructional Manual. It will help you in teaching as well as in evaluating pupils. Guidelines given with relevance to exploration and quality inputs have been presented in the way of helping the student. Further, it will help the school principal in preparing time tables, allocating limited resources and in internal supervision.

Teachers without getting confined to the instructions given in the Teachers' Instructional Manual, should develop appropriate activities by themselves exhibiting their creativity, since the activities given here are only specimens and teachers have the capacity to formulate activities by themselves to suit the differences in the area that they serve.

I hope this Teachers' Instructional Manual will also help the educationists, teacher counselors and officers involving in external supervision and monitoring. Finally I should convey my thanks to all those who participated in compiling this Teachers' Instructional Manual.

Professor J.W. Wickramasinghe

Director General

National Institute of Education

Introduction

According to the curriculum policy of Sri Lanka, the school syllabus has to be updated once in every eight years. Accordingly the present syllabus and the Teachers' Instructional Manual have been introduced under the Education Reforms started in 2007.

In the syllabi prevalent so far, there was a series of subject topics relevant to a subject and subject matter relevant to each of those subjects topics. It was expected from the teacher to teach those subject matter. As a result of this process a generation of students with broad subject knowledge was created.

In the syllabi introduced under new curriculum reforms, competencies identified as to be developed under each subjects have been recommended. Through this new approach, it is anticipated to produce a generation of pupils who have gone beyond the status of possessing a broad subject knowledge, instead, who are more inclined to the practical side and possessing competencies. Hence, the teachers who work with new syllabi should specifically understand this change.

In this Teachers' Instructional Manual in the section on learning activities a classroom with a new teaching learning process has been suggested. Under this process the classroom should reflect a learning culture with exploration done by using the library and reading books, observation of environment, collecting facts from resource persons, learning from peers and teaching the peers what one knows and collecting information through the internet wherever it is possible. The text book provided by the Department of Educational Publications also should be made use of as a resource book. It is expected from the teacher to present these facts explored by students making necessary corrections and organised and full fledged to be absorbed by them. Hence, the teacher should possess the new knowledge. It should exhibit to be learned exceeding facts that the students explore. The activity based learning environment will be attractive to students.

Exemplary lessons suggested in this Teachers' Instructional Manual will supply guidance to the teacher to develop many more lessons. It is expected that the teacher will be creative to develop new lessons.

In the new teaching learning process the students are always active. Their abilities and strengths could be observed at the teaching learning process. The teacher should appreciate them, and encourage them. Sometimes, the teacher may observe difficulties that pupils face. At such occasions the teacher should help those pupils to overcome them. Encourage peers to help. The process of assessment done at the teaching - learning process will help effective learning.

Further, pay your attention on the assignments and exercises suggested as instruments for extended learning which will be helpful to strengthen what students have learned. Consider it as a good situation to evaluate pupils' learning. Pay attention on involving pupils in many other exercises on extended learning.

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Life Competencies and Civic Education

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Part I

Detailed Syllabus

1.0 Introduction

The subject titled “Life Competencies and Civic Education is expected to be introduced to Grade 7 in year 2008. Its syllabus consists of two main parts. Part I is Life Competencies. It consists of five themes as follows.: Working with self realization, Making use of leisure for personality development, Leading an exemplary life respecting morals, Using data and information in life situations and for effective learning, and Maintaining good interpersonal relationships.

Part II of the syllabus is on Civic Education. Themes included in this component are practising to live in the family understanding one’s rights, duties and responsibilities for the wellbeing of family members, understanding interrelationship in the society, performing duties and responsibilities of citizens, enjoying rights without harming others, valuing cultural heritage, respecting other cultures, protecting cultural heritage with dignity, and building up national place while protecting the identity of one’s culture. It is hoped to develop a generation of students with good human qualities and competencies who will work for the wellbeing of the society.

Activities in this Instructional Manual have been composed to achieve those needs. They are only exemplary activities and taking them as examples you can develop more activities.

Those activities that you develop should contain situations how they can be connected to the lesson, situations for exploration, presentation, extension and evaluation.

There are few Instruments for Extended Learning at the end of the book. Make use of them during the three terms. Each Instrument covers few competencies. Pupils can be evaluated using the given criteria for evaluation.

Your suggestions for the development of the activities given in this Manual will be highly appreciated.

2.0 Subject Objectives (Part I)

- Building up future life targets by identifying one's abilities, skills and potentials.
- Directing to perform one's day to day work with a good plan and organisation.
- Minimising stress by facing emotional situations satisfactorily.
- Spending the leisure effectively by involving in play, hobbies and aesthetic activities for the personality development.
- Working with empathy by maintaining good interpersonal relations.
- Developing effective communicative skills.
- Working with positive attitudes in day to day activities.
- Working with critical and creative thinking.
- Respecting leadership while developing leadership qualities.
- Solving problems through taking effective decision.
- Presenting disaster situations and minimising disasters through active participation in disaster management.
- Working with minimum personal and social conflicts.

Subject Objectives (Part II)

- Developing competencies needed for co-existence multi-cultural society.
- Developing citizens who would protect human qualities and social ethics.
- Developing competencies which would create a disciplined and law citizen to the society.
- Working in mutual co-operation in personal and social activities.
- Gaining a knowledge on systems of governance in Sri Lanka and in the world.
- Building up a society working accordance with democratic principles and declarations on human rights.
- Developing skills needed to face unexpected and complex situations satisfactorily in a continuously changing world.
- Building to make use of social institutions and organisations for the wellbeing of the society.

3.0 Life Competencies and Civic Education - Grade 7 - Part I

Competency	Competency level	Subject Content	No. of periods
7.1 Acts with Self realization	7.1.1 Develops self dignity confirming one's identity. 7.1.2 Makes use of beneficial forces properly for the well being of the life. 7.1.3 Directs one's life towards a correct life aim.	<ul style="list-style-type: none"> ● Importance of developing self dignity. ● Ones' identity and dignity depends on oneself. ● Protection of one's self dignity and identity. ● Beneficial and harmful forces in a society. ● Analysis of bad effects of harmful forces in the society. ● Accepting beneficial forces and avoiding harmful forces. ● Importance of having an aim for a satisfactory life. ● Conducting one's day to day activities towards that aim according to their priority. ● Understanding different social attractions and selecting suitable ones. 	06
7.2 Makes use of leisure for personality development.	7.2.1 Involves in sports and hobbies.	<ul style="list-style-type: none"> ● Identifies different aspects of an action <ul style="list-style-type: none"> - What are you doing? - How do you do it? - Why do you do it? ● Involves in creative activities during leisure. ● Spends the leisure effectively. 	06

Competency	Competency level	Subject Content	No. of periods
7.3 Leads an exemplary life respecting morals.	7.3.1 Develops a balanced personality by involving in aesthetic activities. 7.3.2 Makes use of morals for a satisfactory life.	<ul style="list-style-type: none"> ● Importance of aesthetic activities <ul style="list-style-type: none"> - joy - pleasure - expression of emotions - understanding life ● The need of morals for the social well being. ● Morals that we should protect and respect. ● Making use of morals for personal development. 	06
7.4 Makes use of data and information in life situations and for effective learning.	7.4.1 Uses data and information gained from different sources critically. 7.4.2 Acts with creative thinking in facing challenges and situations in life.	<ul style="list-style-type: none"> ● Importance and the reliability of data and information in life situations and for other needs. ● Different ways of collecting data and information. ● Organization and presentation of data and information. ● Practising to look at different phenomena in different points of view. ● Understanding the relationships between incidents and facts and presenting new interpretations to them. ● Acting tactfully and critically in facing challenges and situations in life. 	06

Competency	Competency level	Subject Content	No. of periods
7.5 Leads an exemplary life respecting morals.	7.5.1 Makes use of good interpersonal relationships for a satisfactory life.	<ul style="list-style-type: none"> ● Difficulties faced by a person in living alone. ● Personal development achieved through the contribution of many people. ● Good interpersonal relationships that make life easy. ● Ways of maintaining good interpersonal relationships. 	06
	7.5.2 Makes use of good interpersonal relationships to avoid conflicts and for conflict resolution.	<ul style="list-style-type: none"> ● Causes for conflicts. ● Ways of minimising conflicts through good interpersonal relationships. 	06

Life Competencies and Civic Education - Grade 7 - Part II

Competency	Competency level	Subject Content	No. of periods
7.1 Develops good inter relationships among family members through performance of duties and responsibilities.	7.1.1 Tends to develop stable family units as a good member of the family identifying family as the smallest and the most important social unit.	<ul style="list-style-type: none"> ● Family ● Types of families <ul style="list-style-type: none"> - nucleus family - Extended family ● Relationships among family members <ul style="list-style-type: none"> - Ways of addressing close relations - Ways of addressing relations differ according to the regions - Customs, traditions and values practised in a family <ul style="list-style-type: none"> * customs * traditions 	10
	7.1.2 Lives in coexistence confirming inter relationships among family and the neighbours.		10
	7.1.3 Develops human qualities needed to live with a discipline enjoying one's rights and performing duties as a member of a family.	<ul style="list-style-type: none"> ● Rights, duties and responsibilities of family members. ● Relationships maintained among the family and the neighbours. ● Qualities to be possessed by a good citizen born through a family. 	10

Competency	Competency level	Subject Content	No. of periods
7.2 Tends to perform one's duties and responsibilities identifying one's rights as a member of the society.	7.2.1 Examines inter relationships practised in the society. 7.2.2 Performs duties and responsibilities while enjoying rights. 7.2.3 Tends to enjoy rithts as a member of the society within the legal framework.	<ul style="list-style-type: none"> ● Our society <ul style="list-style-type: none"> - Intruduction to the society - Interlationships practised in the society ● Beneficial and harmful forces in a society. ● How duties and responsibilities are performed. ● Enjoying rights within a legal framework while performing duties and responsibilities. ● Relationships among family members and neighbours. ● Qualities to be possessed by a good citizen born through a family. 	10
7.3 Lives with dignity protecting one's cultural heritage, valuing other cultures and contributing to build up the national unity in the present multicultural society.	7.3.1 Develops skills needed to value other cultures while valuing one's own culture. 7.3.2 Gives priority to build up national unity protecting the identity of one's culture.	<ul style="list-style-type: none"> ● Our Culture <ul style="list-style-type: none"> - Defining culture - Special features of different cultures - Common features of different cultures ● National anthem, national flag and national emblem. ● National flower and national tree. ● Morals of a good citizen. 	10

4.0 School Policies and School Programmes (Life competencies)

In implementing the subject 'Life Competencies and Civic Education' in the school it is important to direct students to work outside the classroom at all necessary occasions without getting strict to the classroom. Directing the students to co-curricular and extra-curricular activities helps to develop competencies in them. Special attention should be paid on students to participate in taking decisions, leadership, participation, organization, planning, etc. specially in implementing the hidden curriculum in the school, it is important that the principal and all other leaders of school administration pay attention on implementing programmes suitable for the development of life competencies among pupils.

In addition it is necessary to modernize school policies and programmes so that pupils could get involved in various social and welfare activities. The school policies should include activities to get pupils' participation and directions specially in teacher, parent and community programmes. Further, each pupil can be guided to maintain a diary in the school titling "My good work book". It is important to provide reinforcement to pupils by checking it from time to time.

School policies should be adjusted specially to have the concept of life competencies and civic education developed among students not only through the efforts of the teacher who teaches this subject but by all other teachers who teach different subjects. The assistance of those teachers is important in this context. Further, it is important to get the maximum contribution of institutions and personnel who provide support in relation to this subject. It is hoped that life competencies are exhibited through the behaviour of pupils in the classroom and also in various situations outside the classroom such as in the play ground, library, canteen, hostel, morning assembly, etc. As learning outcomes of this subject, it is hoped to reduce disciplinary problems in the school and convert the school to be a place of joyful learning and create a joyful environment in the school.

School Policies and School Programmes (Civic Education)

The school exists to serve the human beings equally. it is in the school that the children are taught to develop and understanding about the people in the world and to honour human life and human beings. it is also the responsibility of the school to develop good attitudes and good behaviour among people. Human beings can develop only through co-operative and collective effort and the foundation for such co-operative and collective endeavour is laid at the school . Hence, Civic Education has to be taught as a compulsory subject in the school.

It is the responsibility of the school authorities to compose annual school programmes suitable for the respective region where each student can participate so that the content of the syllabus could be converted into more successful learning experiences. It is advisable to compose at the beginning of the year, a programme that can be practically implemented. Few co-curricular activities that can be included in such a programme are given below

- Organization of field programmes and educational tours
- Initiate small scale research projects
- Do you know contests, debates and exhibitions
- Wall newspapers and journals
- Work in association with other organizations established in the area
- Work in collaboration with national and international organizations
- Conduct workshops with the support of resource persons.

Part II

**Teaching-Learning
Methodology**

Introduction

In deciding the teaching learning methodology for this course, attention was paid on planning teaching-learning activities to develop student competencies based on exploration. In preparing for education based on competencies, a clear change in the role of the teacher too is expected.

Traditional **Transmission Role** of the teacher which was practised from very early days and the **Transaction Role** practised later on can be observed practising in the classroom even today. When we consider the decline of thinking skills, personal skills and social skills of those pupils who leave school, it is not difficult to understand the necessity of changes that have to be taken place in the teaching-learning methodology and how it is to be changed.

According to the **Transmission Role** of the teacher, the teacher is accepted as a person who knows everything that the students should learn, and considering students as those who do not know anything, transmission of knowledge to them has become the role of the teacher. This teaching learning process which is of lecture method in outlook, is limited to transmission of knowledge from teacher to student, and does not contribute sufficiently to arouse thinking skills of students or to develop their personal and social skills.

The dialogue that takes place between the teacher and the class is the elementary stage of the **Transaction Role**. In addition to the flow of ideas from teacher to the class and from class to the teacher, as a result of the emergence of pupil-pupil interactions later, this dialogue transforms gradually into a discussion. The teacher will continue questioning to take pupils from known to unknown, from simple to complex and from concrete thinking to abstract thinking.

In the competency based education, pupil activities will get the prominence, and the teacher will turn over to be a **Resource Person** who will act as a mediator in taking each child in the classroom at least to the nearest expertise level in respect of different competencies. Designing a learning environment with materials needed for learning and other facilities, observation of pupils' learning, identification of pupils' strengths and weakness, supplying reinforcement and feed back for the enhancement of pupils' learning and developing evaluation instruments to extend teaching and learning to the outside of the classroom will be the fundamental tasks of the teacher in this context. The role of the teacher associated with that type of tasks is called the **Transformation Role**.

The series of activities to implement the detailed curriculum introduced by the first part of this course has been included in its second part. Each of those activities has been developed to include at least three steps. Through the first step of an activity an attempt is made to get pupils engaged in learning. Hence this step is named '**Engagement Step**'. As a start of this step, the teacher initiates a dialogue exhibiting the characteristics of the 'Transaction Role'. Later, this dialogue gradually turns to be a discussion and thereby pupils will get engaged in exploration of the prerequisite knowledge for the basic competency that has to be developed and to acquire the gestures of the following steps of the activity. There are many techniques that the teacher can

adopt in the transaction of ideas at the beginning. Questioning, display of stimuli such as pictures, newspaper advertisements or flash cards presentation of problems or crosswords, dialogues, role play, poems, songs, demonstrations, and the use of audio tapes or video tapes are some of those techniques. The first step of an activity takes place to achieve the following three objectives:

- To draw the attention of the class.
- To provide opportunity for pupils to recall prior knowledge.
- To introduce the basic elements of the exploration that the pupils would get involved in at the second step of the activity.

The second step of the activity is designed to provide opportunity for pupils to get involved in **exploration**. So, this step could be named '**Exploration Step**'. Pupils will get engaged in the exploration based on the instructions given in a leaflet prepared by the teacher specifically for this purpose. The teacher should design this activity so that pupils could get engaged in cooperative learning exploring different profiles of the problem in small groups. Important characteristics of this step will be that the pupils would make use of the available resources, take part in group discussions and get engaged in exploration. As a result of being engaged in such group activities for a considerable period of time in the school, pupils will be able to develop a series of important skills necessary for the day to day life, such as self discipline, listening to others, working with others co-operatively, helping others, time management, production of high quality goods, honesty, etc.

In directing pupils towards exploration, the teacher should not take decisions in selecting leaders of pupil groups. The teacher should only prepare the background for the emergence of leaders from among pupil groups. Pupils will thus get the chance of taking leadership at different situations based on their hidden abilities.

At the third step of an activity each group will get the chance of presenting the results of the exploration to the others. What the teacher should do here is to promote pupils to do group presentations. It is helpful to direct pupils to plan presentations so that each participant would get responsibilities. An important feature of this step concerned with '**explanation**' of pupils' findings is the emergence of chances for pupils talk instead of teacher talk which was prevalent in our traditional classroom.

At the third step of an activity when the findings have been explained, pupils should be directed towards further development, which may be called '**elaboration**' stage. When the groups have completed their group presentations a review of the presented findings has to be done. Pupils who worked in different groups may be given a chance to do this review. Group or Groups who made suggestions for development could be given the first chance to make such reviews. Pupils in other groups can be allowed to do it later. However the final review could be done by the teacher. Here, the teacher should make an overall explanation to cover all the important facts explored in the activity.

It is a responsibility of the teacher with relevance to this methodology of teaching and learning to find-out whether the teaching learning process has achieved success or in other words whether it has achieved its targets. **Assessment and evaluation** is a primary need in this context. The teacher should include provision for assessment and evaluation in the process of teaching and learning at the planning stage. The teacher can do the **assessment** in the process of doing the activity, when the pupils get engaged in exploration. At the third step of the activity where pupils do explanations on their findings, the teacher can do the **evaluation**. A detailed inquiry on assessment and evaluation is done later in this book.

Teaching learning methodology explained so far guides the teacher to implement the "**Transformation Role**", Group exploration assumes the important aspect here, and there is provision for transaction, discussion and explanation as well. At the first step on introduction there is provision for transaction and discussion and at the final step when the final review is done the teacher will get a chance for a 'short lecture'. Along with the curriculum reforms undertaken under the first educational reforms of the new century, in developing teaching learning methodology priority has been given to the emergence of the 'Transformation role' of the teacher, while the good features of the 'Transmission Role' and the 'Transaction role' too have been taken into consideration.

Teaching Learning Methodology (Life Competencies)

In the teaching learning procedure relevant to the subject 'Life Competencies and Civic Education', it is important to create a learning situation for students by the teacher rather than adopting the system of direct teaching. Since it is expected to develop competencies in children for their personal development and thereby make them contribute for the social development, it is important to create a teaching learning environment.

More flexible teaching learning techniques should be adopted in the new subject field, and it is important to provide life experiences suitable for the practical society rather than carrying out lectures and discussions.

It is anticipated to develop social skills among pupils by providing learning experiences gained in cooperative groups. In the teaching-learning process, the classroom, the school society, the school environment, the nearby environment and the nearby social institutions could be appropriately made use of to gain firsthand life experiences.

In such a teaching learning environment, the teacher can appropriately adopt teaching-learning methods such as observation, case studies, games, role play, interviews, surveys, explorations, self studies, to provide life experiences suitable for the practical society rather than carrying out lectures and discussions.

It is anticipated to develop social skills among pupils by providing learning experiences gained in co-operative groups. In the teaching-learning process, the classroom, the school society, the school environment, the nearby environment and the nearby social institutions could be appropriately made use of to gain firsthand life experiences.

In such a teaching learning environment, the teacher can appropriately adopt teaching-learning methods such as observation, case studies, games, role play, interviews, surveys, exploration, self studies, experiments, brain storming sessions, exhibitions, projects, field studies, etc.

Such teaching learning methods can be easily adopted in the 'Transformation Role' of the teacher, all such teaching-learning methods can appropriately be adopted to include the steps explained above, namely, engagement, exploration, explanation of findings, elaboration and evaluation, and thereby the teaching learning process can be made meaningful.

Teaching-learning Methodology (Civic Education)

Lecture method which was commonly adopted in the classroom teaching-learning process in the past, is not emphasised to be continued further as an important teaching-learning technique. Instead of directing pupils towards a competitive educational environment, our attention should be paid towards teaching methods which should help to promote pupil competencies relevant to cooperation and the world of work, create a delightful learning environment and lead to self studies.

The ultimate aim of the subject 'Civic Education' is to create a future generation with human virtues leading to peaceful coexistence. To achieve this aim the pupil should be given opportunities to apply what is learnt in the classroom into life experiences, and for that, practical activities in the school are very much needed. Hence, the classroom process of teaching, learning and evaluation has to be organized in view of practical experiences. Social skills of pupils could be enhanced by developing relationships with institutions and personnel outside school. Teachers should have a good plan to get pupils participated in activities outside the classroom and for the organization of those activities to suit the age levels of pupils, and for the development of experiences through learning events leading to development of behavioural patterns related to democratic values.

Practical activities are important to get pupils involved in self studies rather than listening to teachers teaching facts, observation, collecting information and analysing them, participate in group activities and to inculcate characteristics leading to personality development such as respecting leadership, bearing leadership, tolerance of others' ideas and disciplinary behaviour. Teachers' directions in the classroom and outside the classroom are important in this context. Following learning techniques are suggested in teaching the subject - Civic Education.'

- Observation
- Survey
- Collecting information through interviews

- Analysis of information
- Field work
- Children's parliament, welfare societies, Sramadana (rendering free labour), labour dignity camps, Cadetting and Scouting camps.
- Attending to the sick and disaster management
- Various societies, social welfare, environment protection, protection of antique resources
- Projects
- Problem solving
- Inquiring
- Questions and answers
- Wall newspapers
- Exhibitions

Teachers have the freedom to apply the above techniques in the teaching-learning process appropriately.

Life Competencies and Civic Education

Part I

1.0 Acts with Self realization

Introduction

It is expected through this unit to explain that each person has his own identity and should maintain the honour and the dignity of himself. It is emphasised here that one should identify the evil forces in the society that bring unbeneficial effects and to be away from them and to accumulate forces that bring beneficial effects. It is also emphasized that they should select beneficial and suitable things out of various attractive phenomena and should spend the life with a correct aim.

1.1 Confirms one's own identity and develops self dignity.

Subject Content

- Realizing that each person has his own identity. (a person is not totally equal to any other person in the world)
- Each person is a spiritual being (It is only the human being that has self realization)
- Identifying the features of oneself that bring self dignity. (The importance of identifying one's own good qualities)
- Identifying the qualities of oneself that bring self dignity which are shown by others.
- Identifying the qualities of oneself that bring harm to one's dignity which are shown by others.
- Developing good qualities that are identified. (Developing good qualities of oneself that are not totally developed in oneself.)
- To act to respect one's own identity and self dignity. (One should continuously maintain his own good qualities)
- Makes use of beneficial forces that bring satisfaction in life situations.
- Identifying of beneficial social forces. (Inquiring on benefits that can be gained from home, school, temple and church. Identifying good friends. Identifying beneficial reading material and media programmes)
- Identifying harmful social forces. (Identifying things like cigarettes, alcohol, bad reading material and media programmes as being harmful.)
- Contributing to release those who have been subjected to such harmful forces.
- Developing beneficial forces in one's own life.

1.2 Directs one's own life towards a correct aim.

Subject Content

- One should possess an aim for a satisfactory life.
- That aim should be a good one.
- Directing the process of life towards that aim in a priority order.
 - Writing down the aim
 - Reading it again and again and correcting it.
 - Building up targets to achieve the aim.
 - Dedicating on that.
 - Work with an ambition to achieve the aim.
- Identifying various attractive forces that one confronts. (electronic media, print media, market, various people and social groups)
- Selecting suitable things out of various attractive forces.

Competency 1.0 : **Acts with self realization.**

Competency Level : Develops self dignity by confirming one's own identity.

Activity 1.1.1 : "Be a valuable person"

Time : 40 minutes

Quality Inputs :

- Writing papers
- Pens
- Annexe 1.1.1.1 illustrating great characters.

Teaching-learning Process :

Step 1.1.1.1 :

- Display the pictures given in Annexe 1.1.1.1 to the class.
- Discuss the specific characteristics of those persons illustrated in the pictures.
- Conduct a discussion to highlight the following:

- They have become special characters due to their specific abilities.
- The identity of each of them has been developed based on those abilities.
- Each person has hidden skills and abilities.
- One should develop skills and abilities from the young age.

(10 minutes)

Step 1.1.1.2 :

- Divide the class into 4 groups.
- Distribute writing papers so that each pupil would get one.
- Get each of them to write his or her name on the top of the paper.
- Get pupils in each group to exchange the papers in the group and get them write the abilities and good qualities of the pupil concerned.

(15minutes)

Step 1.1.1.3 :

- Give instructions to select one's own paper.
- Question them about their views about the abilities and good qualities that have been written by the friends.
- Inquire them whether they get a self dignity and the reasons for that.
- Inquire them what they should do to develop those qualities.
- Make a review highlighting the following:

- Everyone should develop good qualities and abilities in them.
- They will be accepted by others due to such good qualities and abilities.
- Identity and self dignity will be developed through that acceptance.

- One should attempt to get such qualities and abilities developed.

(15 minutes)

Assessment and Evaluation:

- Explains how the identity and self dignity are developed.
- Accepts the importance of building up an identity and self dignity about oneself.
- Identifies what should be done to maintain one's identity and self dignity.
- Builds up one's identity and self dignity by developing one's abilities and good qualities.
- Acts as a person with an identity and self dignity for the benefit of the society and the country.

Annexe 1.1.1.1



Professor Senarath Paranavithana



Dr. Arthur C. Clarke



Mr. Mutthaia Muralidaran



Dr. W.D. Amaradeva



Mrs. Susanthika Jayasinghe



Student Mayum Rahaman

Competency 1.0 : **Acts with self realization.**

Competency Level : Makes use of beneficial social forces properly for success of life.

Activity 1.2.1 : “Whether towards wellbeing or towards evil?”

Time : 40 minutes

Quality Inputs :

- Annexe 1.2.1.1 Newspaper Headlines (To be prepared by the teacher)
- Annexe 1.2.1.2 verses
- Writing papers
- Pens

Teaching-learning Process :

Step 1.2.1.1 :

- Get one pupil to present the newspaper headings given in Annexe 1.2.1.1 to the class.
- Inquire about the beneficial and unbeneficial results of such propaganda.
- Make a review highlighting the following:

- There are beneficial as well as unbeneficial social forces.
- Beneficial forces will direct people towards well being, whereas unbeneficial forces direct people towards evil.

(10 minutes)

Step 1.2.1.2 :

- Divide the class into 5 groups.
- Distribute writing papers and pens among the groups.
- Get each group to write down two poems out of the verses given in Annexe 1.2.1.2.
- Get pupils to identify the beneficial forces and unbeneficial forces explained in the poem.
- Get pupils to suggest what they should do to accumulate beneficial forces and to be away from unbeneficial forces.

(15 minutes)

Step 1.2.1.3 :

- Get each group to present their group activity to the class.
- Get one pupil in each group to recite the two poems given to the group.
- Get pupils in other groups to express their views about the beneficial and unbeneficial forces explained in those poems.
- Make a review highlighting the following:

- There are beneficial forces as well as unbeneficial forces in the society.
- Media make influence an propagating such forces.

- We should be critical to distinguish beneficial forces and unbeneficial forces.

(15 minutes)

Assessment and Evaluation:

- Names the beneficial forces and unbeneficial forces in the society.
- Accepts that when beneficial forces are accumulated life gets bright.
- Distinguishes beneficial forces and unbeneficial forces.
- Distinguishes beneficial forces and unbeneficial forces.
- Get away from unbeneficial forces.
- Accumulates beneficial forces.

Follow up work

- Get pupils to construct a short story on people who had achieved success in life through accumulating beneficial social forces that they have learnt through Jathaka stories, folk love or through their own experiences.

Annexe 1.2.1.2

Get verses given on pages 8-9 in the text book.

Competency 1.0 : **Acts with self realization.**

Competency Level : Makes use of beneficial social forces properly for the success of life.

Activity 1.2.2 : “The flower is worth even when it is on a thorn.”

Time : 40 minutes

Quality Inputs :

- Song given in Annexe 1.2.2.1.
- 4 copies of the Activity sheet given in Annexe 1.2.2.2.
- Writing papers and pens.

Teaching-learning Process :

Step 1.2.2.1 :

- Get pupils to listen to the song or recite the song given in Annexe 1.2.2.1.
- Inquire pupils about its meaning.
- Conduct a discussion highlighting the following:

- There are beneficial forces as well as unbeneficial forces in the society.
- Unbeneficial forces bring bad results.
- Beneficial forces bring good results.

(10 minutes)

Step 1.2.2.2 :

- Divide the class into 4 groups.
- Distribute writing papers and pens among groups.
- Distribute copies of the Activity sheet among groups and get pupils to do the Activity in groups.

(15 minutes)

Step 1.2.2.3 :

- Get each group to present their group reports.
- Get pupils in other groups to comment on the reports and to make suggestions.
- Make a review highlighting the following:

- Beneficial social forces bring good results, whereas unbeneficial forces bring bad results.
- Unbeneficial forces do harm to the people.
- Beneficial forces bring success in life.
- We should distinguish beneficial forces from unbeneficial forces and accumulate beneficial forces and be away from unbeneficial forces.
- We should be critical and creative regarding the unbeneficial forces in the society.

(15 minutes)

Assessment and Evaluation:

- Writes down beneficial social forces and unbeneficial social forces.
- Admires the good results of accumulating beneficial forces.
- Talks about the evil results of unbeneficial forces.
- Attempts to achieve success in life by accumulating beneficial forces.
- Attempts to release those who have been subjected to unbeneficial forces from them.

Follow up work
 Display a drama on releasing a person who has been ruined by unbeneficial forces.

Annexe 1.2.2.1

මල්ලියෙ නරක මිතුරන් පිළිගන්න	එපා
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සතුරෙකුටවත් මට වන් දුක වෙන්න	එපා
දළඳා මැදුරෙ තේවා හඬ රැව්	දෙනවා
කළ පව් මතක් වී දැසම තෙත්	වෙනවා
සියක් වාරයක් මැරී මැරී උප	දිනවා
තිබහට වතුර වෙනුවට කඳුලැලි	බොනවා
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ඒ ගිය මගේ අවසානය	පෝරකය

Singer: Sunil Edirisinghe

English translation

Brother do not accept bad friends.
 Sister do not be corrupt.
 Do not come to the Bogambara.
 Do not get this sorrowful situation even to an enemy.

The sound of the drum in the Temple tooth is chiming.
 My eyes get wet when sins that I have done are reminded.
 I die hundreds of times and am reborn.
 I drink tears to satisfy the thirst.

I got advices from bad friends.
 I fell into this sorrowful situation because of those wicked people.
 I went in a wrong way.
 That road ended in prison.

Annexe 1.2.2.2

Two men stated below were clever students at their young age who were in the same class in the same school. Information on their present life are given below.

Sunil

- Has completed his education successfully
- Has a fixed source of income
- Is in good health
- Takes leadership in social welfare activities
- Leads a happy life with a social dignity
- Family life is successful

Nimal

- Has stopped his education without completing
- Does not have a fixed source of income
- Is not in good health
- Is backward in social welfare activities
- Is in unrest and is having difficulties
- Family life is unsuccessful

- What beneficial social forces would have influenced Sunil?
- What evil social forces would have influenced Nimal?
- Suggest measures to divert Nimal's life towards a successful life.

Discuss in your group and prepare a report.

Competency 1.0 : **Acts with self realization.**

Competency Level : Directs one's life towards a correct life aim.

Activity 1.3.1 : "Those who are intelligent go in the correct path."

Time : 40 minutes

Quality Inputs :

- Annexe 1.3.1.1 - The statement.
- Annexe 1.3.1.2 (sufficient number of copies to distribute among pupils)
- Writing papers and pens

Teaching-learning Process :

Step 1.3.1.1 :

- Display the statement given in Annexe 1.3.1.1 in the class.
- Inquire pupils about its meaning and start the lesson.
- Conduct a discussion highlighting the following:

- When we go somewhere we should have a knowledge about the destination.
- Similarly we should have an aim in our life.
- The journey will be successful when there is an aim.

(10 minutes)

Step 1.3.1.2 :

- Divide the class into groups.
- Distribute the copies of the Activity sheet given in Annexe 1.3.1.2 among groups.
- Get pupils to do the Activity in groups.

(15 minutes)

Step 1.3.1.3 :

- Get each group to present the report.
- Get others to comment and make suggestions.
- Make a review highlighting the following:

- We should have an aim in our life.
- When there is an aim in life, the life will be meaningful and can achieve our targets.
- We should have dedication and determination to achieve the aim.
- We should follow a process to achieve the goal.
- We should identify the priorities and follow them in a process.

(15 minutes)

Assessment and Evaluation:

- Accepts that people have different aims in life.
- Accepts the importance of having an aim in life.
- Builds u one’s own aims.
- Follows the processes to achieve the aim.
- Assists others to build up aims in life.

Follow up work

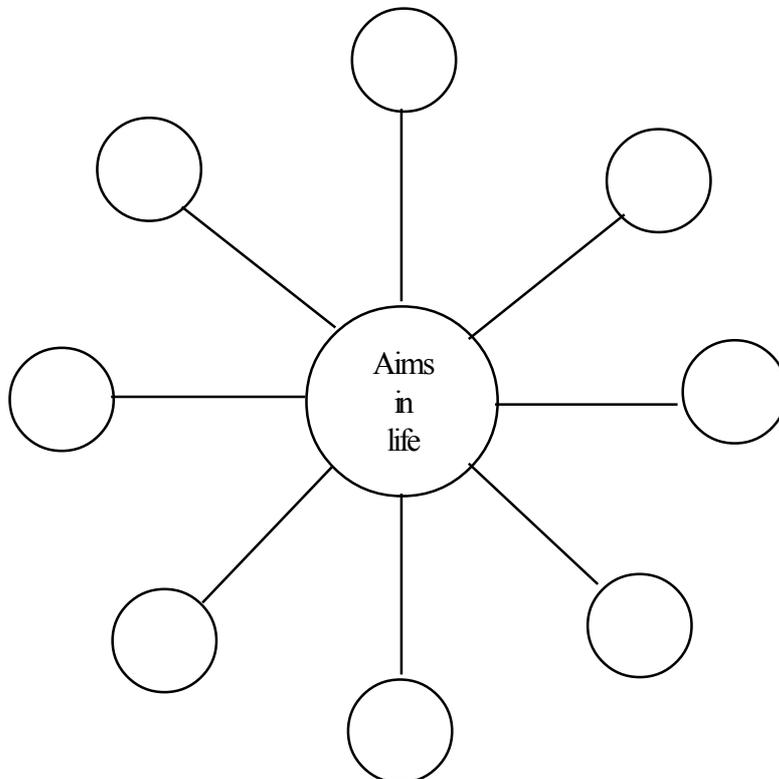
Give instructions to pupils to write down their aims in life and the processes that they should follow to achieve those aims and also to follow those processes and note down the progress daily.

Annexe 1.3.1.1

If you have a knowledge about the destination of your journey you can reach it.

Annexe 1.3.1.1

Think about your aims in life. Write down those aims in life in the circles given in the figure. Write down the numbers as 1, 2, 3 according to the priority of those aims. Write down what you should do to achieve those aims on the lines connected to those circles.



Competency 1.0 : **Directs one’s life towards a correct aim.**

Competency Level : Understands various attractive forces and selects suitable ones.

Activity 1.3.2 : “A bearable life pattern”.

Time : 40 minutes

Quality Inputs :

- The song given in Annexe 1.3.2.1.
- Instructional sheet given in Annexe 1.3.2.2.
- Demy papers and marker pens.
- Writing papers and pens.

Teaching-learning Process :

Step 1.3.2.1 :

- Get one pupil to recite the song given in Annexe 1.3.2.1.
- Inquire pupils about its meaning and get them appreciate the meaning of the song.
- Conduct a discussion highlighting the following:

- We should have a knowledge about various attractive forces and should develop an aesthetic mind.
- When we develop appreciating aesthetic creations we can control the stress and can be happy.
- In buying or acquiring things we should consider factors such as our economic ability, utility of the material, etc.
- We should not take decisions merely on our desires, social trends and social influences.

(10 minutes)

Step 1. 3.2.2 :

- Give a copy of the Annexe 1.3.2.2 and a writing paper to each pupil.
- Distribute demy papers and marker pens to the groups.
- The first part of the Activity is a self survey. Get pupils to do it individually.
- Part two of the Activity is a group activity. Divide the class into groups and get them do the Activity in groups.

(40 minutes)

Step 1. 3.2.3 :

- Get pupils display their individual work (writing papers) in the class by hanging them on threads or pasting on the wall.
- Get each group to present their group reports.
- Get pupils in the groups to explain their report and make suggestions.
- Get others to make comments and suggestions.
- Make a review highlighting the following:

- As a result of industrialization production of goods has increased.
- The market is full of various attractive products.
- Our capacity to buy those products is limited by various factors such as our income.
- Therefore we have to select what we should buy depending on factors such as our income.
- In selecting we should be intelligent.
- We should select only what is needed most and what is useful and suitable.

(10 minutes)

Assessment and Evaluation:

- Names things that are attractive to oneself.
- Accepts that all what one likes may not be suitable to buy or possess.
- Selects what is suitable out of those one likes.
- Distinguishes what is useful and what is not useful and what is suitable and what is not suitable.
- Encourages friends and peers to select useful and suitable things.

Annexe 1.3.2.1

රජ මැදුරක ඉපදී සිටියා නම් නුඹත් රජෙකි පුතුනේ
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පුංචි පැටිකක් මග දිග හඬවන සිල්ලර රස කැවිලි
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ඉදහිට මොලවන ලිපන් දැනී දුක කැඳ රස සුනු සහලේ
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Singer - Malani Bulathsinghala

English Translation

Son, if you had been born in a royal family, you could have been a king.
 Drips of water fall on your bed through the thatched roof
 Make me cry in this night without smiling in dream.

By the side of the roads there are shops with numerous things and sweets
 which make small children cry.

There are numerous toys that run and fly.
I can't bear when you look aside by seeing them.
Make me cry in this night without smiling in dream.

Hearth which is lighted occasionally too knows the taste of the gruel cooked
with broken rice.
You taste it as a divine food and run off to school.
Wearing rags, which I can not tolerate.
Make me cry in this night without smiling in dream.

Annexe 1.3.2.2

Instructions for the Survey

A bearable life pattern

Activity One (Individual)

Write down the things that you like in the writing paper given to you under the following headings:

- Varieties of food that you like
 - Drinks that you like
 - Dresses and ornaments that you like
 - Toys that you like
 - Books that you like
 - Papers that you like
 - Radio programmes that you like
 - Television programmes that you like
- * Among those things that you have stated select those that you can get in a short time (within a day, within a week or within a month) and mark ✓ against them.
- * Think of how you can get them in a short time.
- * Think of the reasons for not being able to get others in a short time.

Activity Two (Group Activity)

- For the part two of the Activity get into groups.
- Four groups will get the following four topics.
 - Group 1 - Food and books that you like.
 - Group 2 - Beverages and papers that you like.
 - Group 3 - Dresses and ornaments and radio programmes that you like.
 - Group 4 - Toys and Television programmes that you like.

Discuss in your groups and prepare a report to be presented to the class.

2.0 Spends the leisure meaningfully for the personality development

Introduction

We know that people of any age get involved in some sort of work. When people get involved in work continuously they get tired both physically and mentally. Therefore they need leisure. Leisure is necessary to get rid of physical and mental tiredness and to start work with a new courage. When one knows how to spend the leisure effectively and the benefits of spending the leisure effectively, he would be able to spend the leisure meaningfully. In planning daily work one should pay attention about the leisure. One can spend the leisure involving in sports, hobbies and also in aesthetic activities. When one spends the leisure, meaningfully he would get a long term pleasure. This chapter is concerned with spending the leisure meaningfully for the personality development.

Competency levels

2.1 Involves in activities such as sports and hobbies during the leisure

- Characteristics of an activity
 - One should possess a clear understanding about the activity.
 - One should have a good plan on it.
 - One should know how to implement the plan and should identify the facilities for that.
- One should have an understanding about the benefits of the activity.
 - Benefits to be gained by oneself and also by others.
- Sports, hobbies and new experiments done during the leisure should be done with a discipline.
- The importance of spending the leisure meaningfully.

2.2 Develops a balanced personality by involving in aesthetic activities.

- Entertainment and joy
 - Should select hobbies that would not do any harm to oneself and also to the others.
 - They should not make any harm to the physical and mental health.
- Expression of emotions
 - Involving in aesthetic activities to express one's emotions creatively and the enlightenment in life gained through that.

Competency : **Spends the leisure meaningfully for the personality development.**

Competency Level : Involves in activities such as sports and hobbies.

Activity 2.1.1 : “A moment in leisure”

Time : 40 minutes

Quality Inputs :

- Annexe 2.1.1.1 the picture
- Annexe 2.1.1.2 containers
- Annexe 2.1.1.3 - Instructions for the game.

Teaching-learning Process :

Step 2.1.1.1 :

- Distribute copies of the picture given in Annexe 2.1.1.1 among pupils.
- Get pupils involve in the activity.
- Conduct a discussion highlighting the following:

- There are many games and hobbies that one can get involved in to spend the leisure meaningfully.
- We should select such games and hobbies and get involve in them.
- When one gets involved in meaningful games and hobbies it will help to develop his physical and mental health.
- Sports help to gain pleasure, knowledge and develop personality characteristics.

(10 minutes)

Step 2.1.1.2 :

- Take pupils in the class to the play ground.
- Get them involve in the game given in Annexe 2.1.1.2.

(10 minutes)

Step 2.1.1.3 :

- Distribute the copies of the Annexe 2.1.1.3 among pupils.
- Get them involve in the activity.
- Conduct a discussion on the views presented by pupils.
- Make a review highlighting the following:

- We should spend the leisure meaningfully.
- We can get involve in sports during our leisure.
- Sports help to develop physical and mental health.
- Sports help us to tolerate victory and defeat, to take correct decisions and to control emotions.
- When we spend the leisure meaningfully we can gain knowledge, joy and pleasure.

(30 minutes)

Assessment and Evaluation:

- States the benefits of sports.
- Accepts that we can spend the leisure meaningfully by involving in sports.
- Involves in sports.
- Learns to tolerate victory and defeat.
- Works cooperatively.
- Takes part in sports at the school level, Regional level, Provincial level and National level.

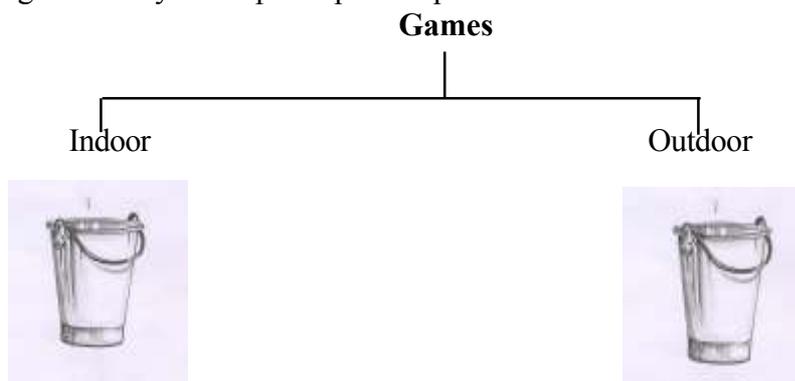
Annexe 2.1.1.1

- Write down the games that you can take part to spend the leisure in the balloons illustrated in the picture.



Annexe 2.1.1.2

- In the containers illustrated in the picture, write down the indoor games and outdoor games that you can participate to spend the leisure.



Annexe 2.1.1.3

- Take pupils to the play ground.
- Get them form a circle.
- Get them involve in the game explained below.
- Explain the rules of the game to the pupils.

Rules

- Get pupils to count as one, two, three, four and so on.
- It is prohibited to say 'seven'.
- In numbers where there is figure 'seven' they should say "Jabos"
Instead of 7, 17, 27 etc. they should say 'Jabos'.
- If a pupil utters 'seven' he will be taken out from the game, and start counting from one.
- Get them continue until everyone gets out.
- At the end of the game ask the following questions from the pupils.
Questions -
 1. What did you do?
 2. What are the benefits of involving in games?
Pupils may say -
To enjoy.
To spend the leisure etc.
Highlight that games are helpful to spend the leisure meaningfully.

Competency : **Spends the leisure meaningfully for the personality development.**

Competency Level : Involves in activities such as sports and hobbies during the leisure.

Activity 2.1.2 : “Meaningful joy illuminating leisure”

Time : 40 minutes

Quality Inputs :

- Annexe 2.1.2.1 - Finding words from the text book.
- Annexe 2.1.2.2 - Drama - The child and the mirror.
- Annexe 2.1.2.3 - Writing down - male/ female/ flowers, fruits/ animals/ cities.

Teaching-learning Process :

Step 2.1.2.1 :

- Write the word “hobbies” on the black board.
- Conduct a brain storming discussion inquiring pupil responses on the above topic.
- Write down the ideas and views presented by pupils on the black board.
- Conduct a discussion based on those ideas highlighting the following:

- Various meaningful activities done for the physical and mental appreciation are called hobbies.
- Hobbies can be varied according to the persn.
- One’s hobbies should not be harmful to oneself and others.
- Those who have similar hobbies can work together.
- One can learn what one does not know from those who have different hobbies.

(08 minutes)

Step 2.1.2.2 :

- Divide the class into groups appropriately.
- Give a copy of the Activity sheet given in Annexe 2.1.2.1 to each group and give five minutes to them to do the activity.
- Give a copy of the Activity sheet given in annexe 2.1.2.2 to each group and give five minutes to do the activity.
- Give a copy of the Activity sheet given in Annexe 2.1.2.3 and give five minutes to do the activity.
- Get each group to discuss what they felt at the above three activities.

(20 minutes)

Step 2.1.2.3 :

- Get each group to make a presentation.
- Get each pupil to mention one benefit from the hobbies that they have given earlier.
- Make a review based on the pupils’ views and highlighting the following:

- Hobbies are helpful to avoid unrest.
- Hobbies bring pleasure and also knowledge, skills, friendship and cooperation.
- Hobbies can be created through learning resources of the school.
- Meaningless hobbies would waste time, labour and resources.
- Meaningful hobbies would bring long term satisfaction in life.

(12 minutes)

Assessment and Evaluation:

- Defines what “Hobbies” are.
- Approves that meaningful hobbies are helpful for life.
- Involves in hobbies cooperatively.
- Inclines towards meaningful hobbies.
- Involves in meaningful hobbies cooperatively with friends and exchanges experiences.

Annexe 2.1.2.1

Time: 05 minutes

Activity Sheet 1

- Get into pairs
- Take the “Life Competencies” text book and turn to any page in it.
- One pupil should read out one word in that page and ask the partner to find that word in the page.
- Until the latter pupil finds the word the former pupil should count from 1 to 50.
- If the latter can not find the word until the former counts up to 50 the pupil who read out the word would get 50 marks. If the latter find the word earlier at a lower number the former will get that mark. Both of them should write down the marks that they get.
- Likewise they should turn to new pages and collect marks in exchange.
- Change each one has down five times collect the marks that each has got.

Annexe 2.1.2.2

Time: 05 minutes

Activity Sheet 2

- Get into pairs and stand up facing each other.
- One of them is named 'the child' and the other is name 'the mirror'.
- One who acts as the child does something in front of the other who acts as the mirror.
- One who acts as the mirror should imitate the 'child'.
- Following the signal given by the teacher they should exchange their characters and do the game.

Annexe 2.1.2.3

Time: 05 minutes

Activity Sheet 1

- Each pupil in the group should turn to two pages in his/her note book and prepare a table as follows:

Male	Female	Flowers	Fruits	Vegetables	Animals	Cities

- One pupil utters one letter of the alphabet. Others think of names starting from that letter relevant to the above table and write them quickly in the table.
- One who finishes writing says 'stop'. Then the others stop, writing and draw lines in the blank cages.
- All should present their answers and writes 5 marks to each correct answer.
- If the same answer has been written by two or more pupils write 5 marks for each.
- Each pupil collects the marks that his/she has scored.

Competency : **Spends the leisure meaningfully for the personality development.**

Competency Level : Builds up a balanced personality involving in aesthetic activities.

Activity 2.2.1 : “Let us appreciate sweet songs”

Time : 40 minutes

Quality Inputs :

- Annexe 2.2.1.1 - The song
- Annexe 2.2.1.2 - Number of copies including songs
- Annexe 2.2.1.3
- Writing papers
- Pens

Teaching-learning Process :

Step 2.2.1.1 :

- Take the pupils to outside.
- Get pupils listen to the song given in Annexe 2.2.1.1 using an audio cassette and sing it with the cassette. Or else get pupils to sing the song as a group.
- Inquire from pupils about the song and its meaning.
- Conduct a discussion highlighting the following:

- We can appreciate good songs.
- We can spend the leisure by listening to good songs.
- By understanding the meaning of the song, we can learn a lesson, an advice, a message to our lives.
- Listening to good meaningful songs promote mental health.

(10 minutes)

Step 2.2.1.2 :

- Divide the class into two groups.
- Give Activity sheets given in Annexes 2.2.3.2 and 2.2.3.3.
- Get pupils to do the activities in groups.
- Give necessary instructions.

(10 minutes)

Step 2.2.1.3 :

- Get each group to present their creative work.
- Get them present their views relevant to their creation.
- Discuss the group activities so that they could exchange their knowledge and experiences.
- Make necessary comments on their presentations.
- Make a review highlighting the following:

- Everyone can appreciate aesthetic creations.
- Through creative work we can appreciate our life situations.
- Everyone could get a creative experience in a short time.

- There is a close relationship between what is expressed in creations and the life.
- We can spend the leisure meaningfully by appreciating aesthetic creations.
- A good aesthetic creation can make people good members of the society.
- Our life can be made meaningful through aesthetic creations like poems, songs, dramas and drawings.

(20 minutes)

Assessment and Evaluation:

- Names aesthetic creations suitable for appreciation.
- Accepts that aesthetic creations can be made use of in making the leisure meaningful.
- Sings a song with body movements.
- Selects good aesthetic creations and appreciates them along with friends.
- Inclines to create a good song or a poem.

Follow up work

Collect children's Songs that you appreciate and compile a booklet.

Annexe 2.2.1.1

මේක සොඳුරු ලෝකයක්
සතුටු සිනා පිරුණු සාදයක්
මහතනේ රැගෙන යන්න ඉන් බිඳක් //

ඇසට කඳුළු එපා සොඳුරු දසුන් බොඳ වී යාවී
ලයට සුසුම් එපා සෙනෙහෙ පැතුම් පිට වී යාවී
මහතනේ අපි නටමු ගයමු වයමු හිනා වී //

සුර ලෝකෙන් ඇදී සුරස පහස නිබඳ හමාවී
පෙර පිනකින් අපේ මෙහෙම ලොවක උපත ලබාවී
මහතනේ අපි නටමු ගයමු වයමු හිනා වී
මේක සොඳුරු ලෝකයක් //

Singer: Harshhana Dissanayake

English translation

This is a sweet world.
An entertainment full of joy.
Gentlemen, take a drop of it.

Do not have tears in eyes which would disturb sweet scenes.
Do not have sighs in heart would decay lovely feelings.
Gentlemen, let us dance and sing with smiles.
This is a sweet world.

Divine pleasure of the wind that has come from heaven.
Blows always.
We have born in a world like this as a result of our past merits.
Gentlemen, let us dance and sing with smiles.
This is a sweet world.

Annexe 2.2.1.2

වැහි පොදු වැටිලා බිම්මල් පිපිලා
සුදු පාටට මුතු කුඩ ඉහලා//
සුදු මුතු කුඩ යට පිණි පාවඩ පිට
කඩියෙක් යනවා රජෙක් වගේ

කඩියට යන්නට පාර තියෙන කොට
කඩියට ඉන්නට ගෙයක් තියෙන කොට
කඩියට කන්නට කෑම තියෙන කොට
ඌ නම් මේ ලොව රජෙක් වගේග

Singer: Swarna Sri Bandara

English translation

There are mushrooms blossomed after the rain
Like white umbrellas
A black ant goes here and there under those whit umbrellas
Like a king.

When the black ant has the way to go
When the black ant has a house to live
When the black ant has food to eat
He is like a king in this world.

Annexe 2.2.3.3

Instructions relevant to the activity

1. Get all the pupils in the group recite the song and understand its meaning.
2. Dramatise the incident explained in it.
3. Get few pupils sing the song and others to follow.

Competency : **Spends the leisure meaningfully for the personality development.**

Competency Level : Develops Builds up a balanced personality involving in aesthetic activities.

Activity 2.2.2 : “Life is developed through appreciation of art”.

Time : 40 minutes

Quality Inputs :

- Annexe 2.2.2.1 - The song
- Annexe 2.2.2.2 - Activity sheet

Teaching-learning Process :

Step 2.2.2.1 :

- Take pupils to the outside.
- Get pupils listen to the song given Annexe 2.2.2.1 using an audio cassette. Or else get it presented by a Music teacher.
- Get pupils listen and appreciate the song closing their eyes.
- Get them listen to the song twice.
- Conduct a brain storming discussion by questioning pupils about its meaning and their feelings. Conduct the discussion highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">● We get an understanding about he life even through a song that arouses sorrow.● We get delighted when we listen to a good song.● Out sorrow, strain and evil thoughts will get pacified by listening to a good song.● Good aesthetic creations could be done based on emotions sorrow, anger and joy. |
|--|

(10 minutes)

Step 2.2.2.2 :

- Divide the class into three groups and distribute papers and pens to the groups.
- Distribute copies of the survey sheet given in Annexe 2.2.2.2.
- Get pupils involve in the group activity.

(10 minutes)

Step 2.2.2.3 :

- Get each group to present their creations.
- Get them also the chance to do all the presentations at the same time.
- Get pupils to appreciate and comment on the singing, drawings and dramatisings.
- Admire the presentations and make a review highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">● We can spend the life meaningfully by practising to spend the leisure in meaningful hobbies. |
|--|

- Good aesthetic creations can be produced through the expression of emotions (drawings, songs, poems, dramas, stories)
- We can get an understanding about life through appreciation of meaningful aesthetic creations.
- Aesthetic activities help us to work with an awakening.

(20 minutes)

Assessment and Evaluation:

- States different means of expressing emotions creatively.
- Accepts that the satisfaction in life could be gained by involving in aesthetic activities.
- Explains the glamour that arises through an aesthetic creating.
- Involves in meaningful and creative aesthetic activities during the leisure.
- Accompanies others in meaningful aesthetic activities.

Annexe 2.2.2.1

The song

මා වචුලන් රූ පුරා ම
 රංචු ගැසීලා
 මී ගස් යට මී වැහි වැහැලා
 බාලේ මෙන් පාන්දරින්
 ඇහිඳින්නට යන්නට බෑ
 මට තනියක් දැනෙනවා

දරට ගිහින් කුරුළු කැලේ
 මග වැරදිලා
 මං එනතුරු හඩා වැටෙද්දී
 නුඹට දැනුනු පාළු දුක
 මෙදා මටත් මලේ
 නුඹ නැති දා මට තනිකම දැනෙනවා
 මා වචුලන් රූ පුරාම

පැදුරු කොටේ කුරුළු වෙලා
 ගොම්මන් යාමේ
 හොල්මන් ගැන කථා කියද්දී
 මගේ ඇඟේ දැවටී ගෙන අසා උන්කු මලේ
 නුඹ නැති දා මට තනිකම දැනෙනවා

Singer - W.D. Amaradewa

English Translation

Bats throughout the night
Flock around Mee trees
Under those Mee trees seeds are spread.
I can not go out to collect them
early in the morning.

As I did in the young age
I feel lonely now

When we went to the cinnamon forest
To collect firewood
You lost the way
And cried till I came to you
The loneliness and the sorrow that you got then
Is felt by me too in your absence dear brother.
Bats throughout the night

When we were embracing each other
In the twilight
And while talking about ghosts
Dear brother you were listening
to me while embracing me
Now I feel lovnely in your absence.

Annexe 2.2.2.2

Activity Sheet

Group 1

Create a drawing on what is explained in the above song.

Group 2

Prepare for a dance suitable for the above song.

Group 3

Prepare to sing the above song as a group presentation.

3.0 Leads an exemplary life respecting values

Introduction

Every person attempts to make his/her life successful. You can not achieve success in life merely through economic growth. To be a successful person you should respect and practise values. Values make the person, the society and the life fruitful and meaningful. The person who spends his life with values will be accepted by the society. A good society will be created when people live with values. One should start to live with values from his/her home. It is expected to motivate pupils to inculcate values in their lives.

This lesson unit deals with promoting values among pupils and developing pupils and developing competencies needed to lead an exemplary life having values.

Competency levels

3.1 Attempts to lead an exemplary life having values

- The need for values for the wellbeing of the society.
 - Defining values (values are human qualities that make the person, society and life fruitful and meaningful)
 - How a good society is built up with the help of values.
 - Values to be developed personally (truthfulness, honesty, kindness, peace, cooperation)
 - Benefits gained by a person and society through values.
- Values we should possess and respect.
 - Surveying on values existing in the society and listing them.
 - Surveying on one's own values.
 - Identification and following values relevant to public property and environment.
- Making use of values for the personality development.
 - Values to be followed at home (in talking, in behaviour)

Competency : Leads an exemplary life respecting values.

Competency Level : Makes use of values for a successful life.

Activity 3.1.1 : “World having values is delightful”.

Time : 40 minutes

Quality Inputs :
• Annexe 3.1.1.1 - poems
• Annexe 3.1.1.2 - Activity Sheet
• Writing papers and pens

Teaching-learning Process :

Step 3.1.1.1 :
• Get pupils recite the poems given in annexe 3.1.1.1.
• Inquire pupils about its meaning and their feelings about it.
• Conduct a discussion highlighting the following:

- Sharing things with others, empathy, sensitivity, sympathy are some of the values that bring wellbeing of the society.
- Such qualities are called values that bring wellbeing of oneself and the society.
- Life with values bring well being to the society and the person who possesses such values will get a self satisfaction.

(10 minutes)

Step 3.1.1.2 :
• Divide the class into four groups as A, B, C and D.
• Get each group appoint a leader for it.
• Distribute the four situations given in Annexe 3.1.1.2 to the four separate groups.
• Get pupils involve in the activity in groups.

15 minutes)

Step 3.1.1.3 :
• Get each group to present their activity (roleplays, etc.)
• Get pupils to express their views on them.
• Make a review highlighting the following:

- Values are human qualities that make the person and the society fruitful and meaningful.
- Values bring self satisfaction to the person and benefits to the others.
- Values brighten the life and bring wellbeing to the society.
- Life activities controlled by values will become successful.

(15 minutes)

Assessment and Evaluation:

- States what values are.
- Accepts that values are needed for the wellbeing of the person and the society.

- Respects values relevant to different situations.
- Gives priority to values in day to day life activities.
- Dedicates on protecting values for the wellbeing of the society.

Follow up works

Assume that you are the leader of a victorious team of players. As a leader who respects values, list out the advices that you would give to your team members who attempt to ridicule the players in the team that had been defeated.

Annexe 3.1.1.1

The song

විවේකයක් එළඹූ	ණා
පුංචි පැටව් රොක් වූ	ණා
කැම බඳුන් හිස් වූ	ණා
හැම මූණෙම මලේ හි	නා
බී පන්තියෙ පස්ලි	නා
සාගින්නෙන් ඇඹරූ	නා
අනුන්ගෙ දුක හඳුන	නා
නෙක් යුවලක් කෙත් වූ	නා
වෙරළ ගෙඩිය හත් දෙ	නා
කන අන්දම සිහි වූ	නා
පාන් පෙත්ත ඇය ගෙ	නා
කැබලි දෙකට වෙන් වූ	නා

Extract : “Supahan Henguman”
Sumana Chandralatha Jayasundara

English Translation

It’s the school interval
Small kids got together
Plates of food got empty
There were smiles in all the faces.

Paslina in class “B”.
Was in hunger
Two eyes that understand
Other’s sorrow got wet.

The story about how seven people
Ate a berry came to the memory
The slice of bread that she brought
Was broken to two pieces.

Annexe 3.1.1.2

Activity Sheets

Activity Sheet 01

- Your group is assigned to do a role play displaying values needed in maintaining inter personal relationships.
- Your group will get minutes for the role play.
- Few values needed in maintaining inter personal relationships are given below. Add some more values to the list.
- Values needed to maintain interpersonal relationships.
- To be with a smiling face
- To have pleasant facial expressions
- Talking pleasant words
- Honesty
- Impartiality
-
-
-

Activity Sheet 02

- Your group is assigned to do a role play displaying values relevant to sensitivity towards environment.
 - Your group will get minutes for the role play.
 - Few values needed for sensitivity environment are given below. Add some more values to the list.
- Values needed for sensitivity to the environment.
- Love towards the nature.
 - Admiring nature
 - Kindness to animals
 - Protecting the beauty of the environment
 -
 -
 -

Activity Sheet 03

- Your group s assigned to do a role play displaying values needed for a healthy life.
- Few values needed for a healthy life are given below. Add some more values to the list.

Values relevant to a healthy life.

- Cleanliness
- Physical health
- Always to be happy
- Involving in sports
-
-
-

Activity Sheet 04

- Your group is assigned to do a role play displaying values relevant to a satisfactory life.
- Your group will get minutes for the roleplay.
- Few values relevant to a satisfactory life are given below. Add some more values to the list.

Values relevant to a satisfactory life.

- Works with responsibility
- To be satisfied with what you have
- Exploration of knowledge
- Working in time
-
-
-

Competency : Leads an exemplary life respecting values.

Competency Level : Makes use of values for a successful life..

Activity 3.1.2 : “Good bahaviour brings satisfaction”.

Time : 40 minutes

Quality Inputs :

- Annexe 3.1.2.1 - The picture
- Annexe 3.1.2.2 - Activity Sheet
- Writing papers and pens

Teaching-learning Process :

Step 3.1.2.1 :

- Display the picture given in annexe 3.1.2.1 to the class.
- Inquire pupils on what is seen in the picture and conduct a discussion highlighting the following:

- We should behave with values at home, school, temple, church and also at various social situations
- It is essential to have values as human beings
- Values will develop a good person

(10 minutes)

Step 3.1.2.2 :

- Distribute copies of the activity sheet among pupils and get them do the activity individually.

(15 minutes)

Step 3.1.2.3 :

- Get pupils to present what they had written.
- Admire pupils’ responses.
- Make a review highlighting the following:

- Values contribute for personal development at all situations
- The wellbeing of the society depends on values possessed by people
- We should respect values in our day to day behaviour, speech, using dresses and ornaments
- We should have a good understanding and clear concepts regarding values

15 minutes)

Assessment and Evaluation:

- Expresses values that help the social wellbeing and the personal development.
- Accepts we can lead a good life if we respect values.
- Writes down why we should respect each value.
- Behaves with values at day to day life situations and becomes a good person.
- Behaves with values at home, school and in the broad society.

Annexe 3.1.2.1



Annexe 3.1.2.2

Values	Why they are essential
<ol style="list-style-type: none">1. Love and respect towards parents.2. To be well mannered in the presence of teachers.3. Listening to the others' views and respecting them.4. Practice of working in time.5. Using dresses and ornaments suitable to the situation.	

4.0 Utilizes data and information to life situations and phenomena and also for effective learning.

06 periods

Introduction

Everyone has to face various challenges and problems throughout the life. It is an essential part of the life. Life means facing numerous challenges and problems, finding solutions to them and overcoming them. Challenges and problems are situations that a person faces to make use of his talents abilities and skills. One who can think and work critically finds easy to solve his challenges and problems satisfactorily. He can face them well by practising to think critically and creatively. One will be able, to analyse a problem correctly, to find alternative solutions and to select better solutions. For some challenges and problems in our life there are not perfect solutions, and they have solutions that are only comparatively good among alternatives. That depends on the person.

Competency levels.

4.1 Utilizes data and information gained through various sources critically.

- Importance of data and information at life situations and other situations
 - Analyses' life as an evolution and hence there are different life situations as an infant, child, adolescent, youth, elder, middle age and old.
 - A person's knowledge, attitudes, skills and needs differ according to his life stage. They also differ from person to person as well.
 - One makes use of data and information that he has to fulfill his needs at different stages and situations in life and also to face different phenomena satisfactorily.

4.2 Acts with critical and creative thinking in presence of challenges and situations in life.

- Practice of looking at different things in different angles.
 - Society is a network of personal relations.
 - Everyone has some place in this network, and has to face different communications.
 - The role of a person is varied in this network of relationships and one should give meaning to what one sees, hears and experiences accordingly.

Competency 4.0 : Utilizes data and information to understand life situations and phenomena and also for effective learning.

Competency Level : Utilizes data and information gained through various sources critically.

Activity 4.1.1 : “Let me help you with my knowledge”

Time : 40 minutes

Quality Inputs :
• Annexe 4.1.1.1 Pictures
• Annexe 4.1.1.2 Case Study
• Demy papers
• Felt pens

Teaching-learning Process :

Step 4.1.1.1 :
• Display the picture given in Annexe 4.1.1.1 to the class.
• Inquire from pupils about the situations illustrated in the pictures.
• Conduct a brain storming discussion posing the question - “What you should do if you had faced those?”
• Conduct the discussion highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">• We have to face various life situations continuously• At those situations we take decisions making use of our knowledge and other factors• For that we need data and information |
|--|

(10 minutes)

Step 4.1.1.2 :
• Divide the class into few groups.
• Distribute the copies of the case study given in Annexe 4.1.1.2 to the groups.
• Get pupils involve in the activity in groups.

(20 minutes)

Step 1.1.1.3 :
• Get pupils to make suggestions.
• Get others to comment.
• Make a review highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">• Everyone has various data and information• Data and information that one has may not be sufficient to take some decisions• Data and information could be obtained from others at such occasions.• We can take correct decisions if we get good advices and information from others• We should make use of our past experiences critically at various life situations |
|--|

(10 minutes)

Assessment and Evaluation:

- Explains the need for data and information.
- Accepts the importance of utilizing correct data and information at life situations.
- Suggest solutions.
- Takes correct decisions.
- Helps others at various life situations.

Annexe 4.1.1.1





Annexe 4.1.1.2

Activity Sheet

The cat who was on the basin of the well at the corner of the compound has slipped and fallen to the well. When a crying of a cat was heard from inside the well it was watched that the cat was in the well hanging on a bush.

1. If you face the above incident what you should do to save the cat?
2. What information helped you to suggest those solutions?
3. Explain how you should be inquisitive to take correct decisions at such a situations making use of past experiences.

Competency 4.0 : Utilizes data and information to understand life situations and phenomena and also for effective learning.

Competency Level : Utilizes data and information gained through various sources critically.

Activity 4.1.2 : “Let us be inquisitive to find information”

Time : 80 minutes

Quality Inputs :

- Annexe 4.1.2.1 - posters
- Writing papers
- Pens
- Various sources providing data and information

Teaching-learning Process :

Step 4.1.2.1 :

- Display the posters given in Annexe 4.1.2.1.
- Inquire from pupils about what is illustrated in them.
- Conduct a discussion highlighting the following:

- Various data and information are communicated to us through various media
- Sometimes the same information is presented in different ways through media
- Data and information can be collected through various sources

(15 minutes)

Step 4.1.2.2 :

- Divide class into few groups.
- Give instructions to pupils to find an information relevant to the two posters given in Annexe 4.1.2.1 or relevant to any other similar incident.
- Direct pupils to find an information or data from the school itself.
- Inform them to note the source from which the data was collected.

(25 minutes)

Step 4.1.2.3 :

- Get pupils to present the information that they have brought.
- Get them display in the class.
- Inquire about the views of the groups about them.
- Discuss the problems that they had faced in collecting data and information.
- Make a review in highlighting the following:

- Various sources can be made use of in collecting data and information.
- Books, newspapers, magazines, reports, video tapes, radio, television, VCD, encyclopedia, computer, internet are the important sources of collecting data and information.

- A person's memory is the principal source of collecting data and information in life situations and incidents
- A good amount of information are recorded in the human memory and such information are renewed by new information.
- Human memory is widened through exploration of information.
- There are major institutions from where data and information could be collected.
- Archives, National Museum, Library of the University of Peradeniya are some of the oldest centres of information at the national level in Sri Lanka.
- National Library established in 1976 too is a centre of collecting data and information at national level in Sri Lanka.
- The Department of Census and Statistics is a national institute collecting data and information at national level.
- Those institutions are responsible for the supply of data and information at national level to the Sri Lankans.
- Those institutions differ from ordinary libraries.
- In addition to those national centres Public Libraries spread over the country too serve as centres of information.
- We can collect data and information that we need easily by joining those institutions formally.
- In using them we have to be careful not to make any harm to the sources.

(4 minutes)

Assessment and Evaluation:

- Names the sources of data and information.
- Accepts that the knowledge on places and institutions for collecting data and information makes a person's activities easy.
- Collects data from various sources.
- Explores new knowledge through collection of data and information.
- Uses sources of information in studies.

Follow up work

1. Explore the information contained in the following sources.
 - Birth Certificate
 - National Identity Card
 - Postal Identity Card
 - Vaccination Reports
 - Education Certificate
2. A leaflet containing information on services that you can get from the National Library of Sri Lanka is given in annexe 4.1.2.2. Study it well and prepare a short report on the service of the National Library for our studies.

Annexe 4.1.2.1

1. Prepare a leaflet containing the statement given below and exhibit in the class.

The Principal has decided to have an Education Tour with the participation of school children in next month.

- Get pupils to think about the above statement.
- Get pupils to state how this statement would influence and to whom would it influence. Write down pupils' statements on the black board.

Matters on which attention to be paid/ to be discussed.

- For pupils : To decide who will participate in the tour, to find money, to find necessary clothes and other things.
- For parents : To decide how many children would participate, to find money for them, to find clothes and other things necessary for them, to consider about the security of the children.

2. Prepare a leaflet containing the statement given below and exhibit it in the class.

The Department of Health informs that an epidemic fever is being spread. It is spread through water. The spread of the disease could be prevented by drinking boiled water.

- Get this statement to be discussed in the class as the former one.
- Identify the parties that can be influenced by this. They can be: parents, children, hotel keepers, doctors and Health officers.
- Select five pupils voluntarily who would like to do the role play of the above five parties.
- Group the other pupils into five to be with those five selected pupils.
- Get each group to discuss how the relevant party would act and take necessary measures regarding the above information.
- Get the selected pupils to do the role play. Get others to watch it.

Annexe 4.1.2.2

National Library

The National Library has a collection of library materials of high quality and in large quantity including printed material, audio and video materials and information technology materials. An introduction on its collection is given here.

Reference Collection

Reference collection of the national library is considered as one of the best collection of reference books, Encyclopedias, dictionaries, directories of books and other directories and many other types of reference books are collected in this section. Most of them are at international level and there is also a good collection of reference books relevant to Sri Lanka. With the development of technology now there are reference material in the form CD-ROM and also internet facilities since most of the readers today have got used to collect data and information through internet. Reference section is in the ground floor of the library.

Sri Lankan Collection

The main collection in the National Library is the Sri Lankan Collection. Since the National Library was started in 1976 this section too commenced in that year. It has a complete collection of publications done in Sri Lanka since 1976 and also a good collection of Sri Lankan publications prior to that although not complete. Under the legal acts passed in the 19th century ancient Sri Lankan collections are found in the Department of National Archives, in the libraries of the Department of National Museum and also in the British National Library. Collections of ancient publications of Sri Lanka are also found in the Sri Lankan branch of the Royal Asia Foundation, Department of Museum library of the University of Peradeniya and many other libraries. The Sri Lankan collection is in the first floor of the Library.

Talipot book collection

There is a good collection of talipot books and it is being developed continuously. A good number of ancient books which have a national value including ancient literature books written in some centuries back are included in this collection. They are kept safe in almirahs in the first floor.

Periodical magazine Collection

Periodical magazines published all over the country are collected in this section. They are kept safe in containers in the ground floor.

Newspaper Collection

National newspapers published since September 1976 are collected in this section. Those newspapers have been micro photographed. Readers can read those newspapers either in their original form or in the form of micro photographs. There is also a collection of paper cuttings where there are special newspaper reports and articles. this section is in the ground floor of the library which is very popular among readers.

Post graduate theses collection

The collection of theses relevant to Doctoral and Master of Philosophy degrees offered to Sri Lankans from the universities of Sri Lanka and foreign universities is a specific section in the National Library. According to the agreements made by the National Library with all the universities and post graduate degree awarding institutions in Sri Lanka through the University Grants Commission recently, a copy of the theses relevant to Doctoral and Master of Philosophy degrees awarded by those institutions is given to the National Library. Copies of theses relevant Doctoral and Master of Philosophy degrees awarded by foreign universities for subjects relevant to Sri Lanka too are collected in this section of the National Library.

Library Science Collection

This is the most advanced Library Science Collection in the country. In addition to books relevant to Library Science and Information Technology, a good collection of international magazines and CD-ROM are collected in this section, Facilities for students and teachers attached to the Library Science Institutions in Sri Lanka to use this collection are made available. This section is in the second floor of the library.

Special collections

There are several special collections in the National Library. The collection of books written by the eminent author Mr. Martin Wickremasinghe is one such special collection. In addition to the books, various materials that this eminent author had used too are kept for exhibition in this section, which is in the second floor of the Library. In addition collections of books written by authors such as Professor D.E. Hettiarachchi, Professor M.H. Peter Silva, Professor Tikiri Abesinghe, Dr. E.M. Wijerama, Dr. P.B. Sannasgala, Mrs. Theja Gunawardane, Pandit Gunapala Senadheera are some other special collections in the National Library. Further publications of International organizations such as UNESCO, ADB, European Economic congress are also, special collections in the Library. collections of books in Science and Technology collection of drama manuscripts and the collection of brail publications are also special collections in the National Library.

Collection under Legal Acts

According to the Newspaper Act of 1839, the amendment done in, 1976 to the Printers and Publishers' Act of 1885 and the National Library Act of 1998, copies of all the publications in Sri Lanka have to be given to the National Library. Publications that are collected under these legal acts are kept in the first floor and the third floor of the library.

Collection of Maps

There is a good collection various maps of Sri Lanka. This section is in the first floor of the library.

Gazette Collection

Government Gazettes published since 1888 are collected in this sections. The Department of Government Press donated all the gazettes published during the period from 1888 to 1975 to the National Library. In addition there is a collection of State Administrative Circulars. This Section is in the third floor of the library.

Data Base

The National Library maintains several computer data bases relevant to different fields. The ethnic problem in Sri Lanka, information an ISBN publications, special collections of the National Library, subject sequences are some of them.

Repoorts collection

Collection of Study Reports done by national and foreign specialists relevant to various development projects in Sri Lanka has got the attraction of scholars. In addition various kinds of reports including administrative reports of major commercial enterprises, government departments and corporations are available in the Reports Collection which is in the second floor of the library.

Falk literature collection

Manuscripts of folk literature of late Mr. Perer Wijesinghe who was a scholar of folk literature and many other manuscripts and printed books on folk literature are collected in this section.

Acquisition work

The acquisition section of the National Library has a good amount of work in building up library collections. Inquiring an relevant publications, selecting publications, ordering them exchange services, inquiring on special collections, listing them, and purchasing are among the activities of this section. Mostly internet is made use of in selecting publications. Most of the national publications are acquired free under legal Acts explained above. Hence a large proportion of financial allocations an acquisition work is spent on purchasing various reference books, foreign publications, periodical journals, CD-ROM, etc. The National Acquisition List of the National Library is published monthly and through it information on publications that the library receives are supplied.

Competency 4.0 : **Utilizes data and information to understand life situations and phenomena and also for effective learning.**

Competency Level : Acts with critical and creative thinking in presence of challenges and situations in life.

Activity 4.2.1 : “Let us arouse new thoughts”

Quality Inputs :

- The cartoon given in Annexe 4.2.1.1.
- Sufficient number of copies of the two newspaper reports given in Annexe 4.2.1.2.
- Sufficient number of copies of the Instruction Sheet given in Annexe 4.2.1.3.
- Writing papers and pens.

(10 minutes)

Time : 40 minutes

Teaching-learning Process :

Step 4.2.1.1 :

- Display the cartoon given in Annexe 4.2.1.1 and inquire pupils about what is seen in it.
- Conduct a discussion highlighting the following:
 - We come across various things to be seen and heard.
 - In those things there are hidden things other than what is seen or heard.
 - We have to think in different angles to get those hidden meanings.
 - For that exploration data and information that we already know are useful.

(10 minutes)

Step 4.2.1.2 :

- Group the class to have five pupils in each.
- Distribute the copies of the Annexe 4.2.1.2 to the groups.
- Get pupils involve in exploration.
- Assist them when necessary.

(15 minutes)

Step 4.2.1.3 :

- Get each group to present their reports.
- Get others to comment and make suggestions.
- Make a review highlighting the following.

- | |
|---|
| <ul style="list-style-type: none">● We come across various reports having data and information in day to day life.● There are other incidents connected with any incident.● We can not reach a correct decision by looking at a phenomena in one angle. |
|---|

- Different people look at a single incident in different angles.
- We have to explore situations and phenomena in different angles if we are to live with an enlightenment.

(15 minutes)

Assessment and Evaluation:

- States different ways of exploring information on an incident.
- Accepts that we can get a correct understanding about something by looking at it in different angles.
- Presents available information clearly.
- Directs towards correct decisions through exploration of information.
- Approaches towards creative decisions in life situations.

Annexe 4.2.1.1



Annexe 4.2.1.2

Two newspaper reports for the activity.

Thirty five legal cases for traffic offences in Badulla.

(Prasad Rukmal - Ella)

Motor traffic section of the Badulla police states that thirty five legal cases have been field against drivers on traffic offences during an investigation done within four hours in the Badulla city.

This investigation has been due from 4.00 p.m. to 8.00 p.m. on 17th.

Bread market has gone down in Malimboda.

(Sugath Kankanamge - Malimbada)

Bakery owners state that as a result of the increase of price of bread, bread market has gone down in the area.

They also complain that since the production of bread has gone down most of the employees in bakeries have lost their jobs.

They further state that it is not possible to sell a bun even for ten rupees which was marketed at eight rupees earlier. People state that it is cheaper to consume rice rather than to consume bread at high price.

Annexe 4.2.1.3

Instructions for the exploration

- Read the two newspaper reports carefully and discuss about them in the group and answer the following questions.
 1. Give three other reasons for the decrease of bread consumption in an area.
 2. Write down two benefits and two harmful results of the decrease in bread market.
 3. Give a new heading for the first newspaper report.
 4. Pay your attention on “motor traffic offences” stated in the first newspaper report and state the causes for it.
 5. Elicit the hidden meanings of the two newspaper reports and note them.

Competency 4.0 : **Utilizes data and information to understand life situations and phenomena and also for effective learning.**

Competency Level : Acts with critical and creative thinking in presence of challenges and situations in life.

Activity 4.2.2 : “Let us be critical to see the world”

Time : 40 minutes

Quality Inputs :

- Annexe 4.2.2.1.
- Sufficient number of copies of the Annexe 4.2.2.2.
- Writing papers and pens

Teaching-learning Process :

Step 4.2.2.1 :

- Get a pupil to present the puzzle given in Annexe 4.2.2.1 to the class.
- Get pupils to solve the problem individually or in groups.
- Get the correct answer and conduct a discussion highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">• We should understand all the facts and information to solve a problem• We will not be able to reach the correct solution if we do not understand relevant data and information• We should always be critical to get the correct solution• We should be critical and adopt suitable measures to win challenges in life |
|--|

(10 minutes)

Step 4.2.2.2 :

- Get pupils to be in pairs.
- Distribute the copies of the Activity sheet given in Annexe 4.2.2.2.
- Get pupils to do the Activity in pairs.

(10 minutes)

Step 4.2.2.3 :

- Get each group to present their reports.
- Get others to comment on them.
- Appreciate the creations and try to build up a common solution.
- Make a review highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">• We should be critical and tactful in presence of challenges in life.• We should be cooperative with others in facing challenges• We should look at a situation in different angles |
|--|

(10 minutes)

Assessment and Evaluation:

- States critical measures to be taken at challenges in life.
- Accepts that a correct solution could be reached by looking at a problem in different angles.
- Solves problems critically and creatively.
- Looks at different phenomena critically.
- Acts critically and creatively in life situations.

Follow up work

Advanced Level results have been released. Piyal has got one mark less to apply to enter the university. He has got 'B' passes to all the three subjects. He has done Arts subjects - Political Science, Economics and Sinhala. His ambition was to enter the university. This was the first time that he sat the examination. Piyal's father is a farmer. Mother is a Family Health Officer.

Piyal has a sister and a brother elder to him and a brother younger to him. Eldest in the family is his sister who has got married five years back. Piyal's brother who is the second in the family is getting a technical training in a factory in the city. He has left school after O Level. Piyal's younger brother is in grade 10 in the school. Two friends of Piyal have got required marks to apply for the university. All of them were studying together. Three other friends who too were studying with Piyal have got less marks than Piyal.

- Get pupils in the class to be in groups to have three pupils in a group and get them discuss this case in their groups.
- Get each group to write down the measure that Piyal would take, and three other alternative measures.

To be discussed in the class:

- There are differences in learning results of individuals.
- There are different ways of learning.
- One can adopt different measures for learning.
- Inability to enter the university will not harm the life expectations.
- One can get a university degree without entering the university if desired.
- Problems in life can be solved successfully by taking correct decisions.
- Our targets in life should be flexible and should have alternative targets as well.

Annexe 4.2.2.1

Get a pupil to present the following puzzle to the class.

A traveller came to cross a river carrying a tiger, a goat and a bundle of green leaves. There was a boat which could take only the traveller and one of the three - the tiger, the goat and the bundle of green leaves at a time across the river. If the tiger is kept alone with the goat, the tiger would kill the goat and eat its flesh. If the goat is kept alone with the bundle of green leaves the goat would eat the bundle of leaves. How did the traveller take the tiger, the goat and the bundle of green leaves across the river.

Annexe 4.2.2.2

Study the case given below and state the decisions that you would take.

The time was about 1.30 p.m. Harsha was alone at his home watching a cartoon program in the T.V. At a break of the programme Harsha comes out of the home and sees fire and smoke coming from a house close by. The house of his friend Subash too is situated somewhere there. Harsha gets excited. He sees that there is near by Harsha understands that the fire would spread in the area including his own house. The T.V. programme is going on

1. If you were Harsha write down in an order the steps that you would take.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Explain what will be the situation next to this incident.

Competency Level

5.1 Maintains good inter personal relationships to have a successful life.

Subject Content:

Difficulties that a person faces when living alone.

- It is difficult for any person to live alone in presence of globalization.
- Every person has various Social groups. (family, school, society, etc.)
- Those who can not adopt into such social groups happen to face various difficulties.
- Such difficulties can be avoided by maintaining good interpersonal relationships.
- Personal development takes place with the contribution of many people.
- We have to spend various stages in our life.
- We have to associate various people in different stages. (eg. at home, at school)
- Interpersonal relationships developed through the association of various people help to have personal development.
- There are many competencies to be developed in us to have good interpersonal relationships. (eg. patience, tolerating others' views, attentive listening, sensitivity, helpfulness etc.)
- Good interpersonal relationships that make our life easy.

- Identifies competencies needed to have good interpersonal relationships. (eg. patience, respecting others' views, attentive listening, friendly talk, etc.)
- Self discipline developed through such qualities help to have good interpersonal relationships.
- Maintains good interpersonal relationships in day to day life developing such qualities.
- Life gets easy and satisfactory because of such relationships which will help to develop a peaceful social environment.
- Different ways of maintaining good interpersonal relationships
 - Long term interpersonal relationships with various people.
 - Friendly talk, well wishes, inviting others for functions, friendly visits are some measures of maintaining good interpersonal relationship.
 - Friendly relationships with various people help to lead a happy life.

Competency level

5.2 Makes use of good interpersonal relationships to avoid and resolve conflicts.

- Conflicts can not be avoided.
- There are various causes for conflicts.
- Identification of conflicts at the early stage helps to avoid them.
- When a conflict continues long there will be big damages.
- We have to develop competencies at home and at school to avoid conflicts.
- Strategies for minimizing conflicts by developing good interpersonal relationships.
 - We have to associate various people in day to day life who have different qualities.
 - We need to live happily amidst such differences without getting into conflicts.
 - For that we have to develop good interpersonal relationships.
 - Tolerating differences, respecting others who have different qualities are some strategies for strengthening interpersonal relationships.

Competency : **Maintains good interpersonal relationships.**

Competency Level : Makes use of good interpersonal relationships to have a successful life.

Activity 5.1.1 : "Good relationships for a successful life."

Time : 40 minutes

Quality Inputs :

- Copies of the Activity sheet given in Annexe 5.1.1.1.
- Annexe 5.1.1.2.
- Annexe 5.1.1.3

Teaching-learning Process :

Step 51.1.1 :

- Distribute the copies of the Activity sheet given in Annexe 5.1.1.1.
- Get pupils to do the Activity individually.
- Make a review highlighting the following:

- We have to spend various life stages.
- We have to maintain relationships with different people at those different stages.
- There are many people who have helped us in our lives.
- We live because of their contribution.
- We have to perform our duties on behalf of them and we have to have good interpersonal relationships with them.

(10 minutes)

Step 5.1.1.2 :

- Distribute copies of the Activity sheets give in Annexe 5.1.1.2 and Annexe 5.1.1.3 among pupils.
- Get them do the Activity.

(40 minutes)

Step 5.1.1.3 :

- Get pupils to exhibit their answers in the class.
- Present few of their answers selected in random to the class.
- Get pupils to make comments on them.
- Make a review highlighting the following:

- Many people have contributed for our life
- It is difficult to live without their contribution
- We should have friendly relationship with them
- To have such friendly relationships there are qualities to be developed in us.
- We should pay gratitude to those who help us.

(15 minutes)

Assessment and Evaluation:

- States the qualities to be developed to have friendly relations with others.
- Expresses views accepting that there are many who had helped us for our wellbeing.
- Performs activities assigned.
- Maintains good interpersonal relationships.
- Performs activities assigned.
- Pays gratitude to those who have helped.

Annexe 5.1.1.1

Pictures given below illustrate different stages of our lives. Write down against each of those pictures people with whom we have to have relations in each of those stages.



Elders

.....
.....

.....
.....



Adolescents



Child

.....
.....

.....
.....



Infant

Annexe 5.1.1.2

As a student in Grade Seven think of those who have contributed for your wellbeing.

1. Infant stage
2. Child stage
3. At home
4. At school
5. Neighbours
6. Friends

Annexe 5.1.1.3

Activity Sheet

Group 1

- Think of a family in the neighbourhood with whom you like most to have close relations. Write down the reasons for that

Group 2

- Think of a relative whom you love most. Write down the reasons for that.

Group 3

- Think of a teacher whom you like most. Write down the reasons for that.

Group 4

Think of a friend whom you like most. Write down the reasons for selecting him/her as your best friend.

Competency : **Maintains good interpersonal relationships,**

Competency Level : Makes use of good interpersonal relationships for a successful life.

Activity 5.1.2 : “Let us develop friendly relations with others”

Time : 40 minutes

Quality Inputs :

- Case study given in Annexe 5.1.2.1. “Nilantha and Kamala”
- Writing papers

Teaching-learning Process :

Step 5.1.2.1 :

- Get a pupil to present the case study given in Annexe 5.1.2.1 to the class.
- Try to get answers to the questions given in it from pupils and conduct a discussion highlighting the following:

- Everyone of us is a member of the society.
- Everyone belongs to different social groups in the society.
eg. home, school, peer groups
- No one can live alone in the society.
- We need to have friendly relations with others to get our needs fulfilled.
- For that we have to make use of effective communication methods.

(10 minutes)

Step 5.1.2.2 :

- Distribute writing papers among pupils.
- Get pupils write down 03 difficulties that a person faces in living alone.
- Give instructions to pupils to investigate measures that could be taken to get rid of those difficulties.

(10 minutes)

Step 5.1.2.3 :

- Get each pupil to talk in front of the class about himself/ herself and how he/she helps activities at home.
- Get other pupils to listen to those talks and clap at the end of each talk.
- Make a review highlighting the following:

- No one can get his needs fulfilled alone by himself.
- We need the help of other people to get our needs fulfilled.
- Friendliness, pleasantness, amenableness and kindness are some of the qualities that help to develop good interpersonal relationships.
- One who lives alone has less friends and has less social acceptance.

- Friendly relationships help to develop social relationships and interpersonal communication.

(20 minutes)

Assessment and Evaluation:

- Explains how one leads his/her life.
- Expresses ideas valuing cooperativeness.
- Develops good interpersonal relationships.
- Helps/ others
- Co-operates in social activities.

Follow up work

Note down in your diary daily how you helped activities in the family.

Annexe 5.1.2.1

Nilantha and Kamal

Nilantha and Kamal are two pupils studying in grade 7 in a school. Observe the character traits of Nilantha and Kamal given below.

Nilantha

Nilantha is in grade 7 in the school. His father has passed away 2 years ago. Nilantha gets up early in the morning and helps his mother in preparing hoppers to be taken for sale. He helps his younger brother and younger sister in getting ready to go to school and goes to school with them. He has many friends in his class and also in his village. He is very pleasant to his friends and talks to them in friendly manner. He helps others who are in his class, in the school and also in the village. He helps all of them. He is also helped by others in return. Recently his house was painted and for that so many friends in the village and many of his classmates helped him. Nilantha is well recognized in his village as well as in his school because of his good conduct and helpfulness.

Kamal

Kamal too is a pupil studying in Nilantha's class. Kamal's father is a rich person. Hence, Kamal has enough money to spend. He is proud because he has money. He does not talk much with his classmates. Therefore he does not have so much of friends. It is rarely that he smiles. He thinks that he can do all his work alone and neglects others. But he can not do any work systematically. He does not have friendly talk. There was an alms giving in his home and for that he invited some of his friends in the class and in the village. But most of them did not attend it. Kamal's contribution for this alms giving too was very less. Kamal has less recognition in his class and also in his village because of his proudness and laziness.

Pose the following questions to the class and try to get their answers,

1. What can you say about Nilantha's character?
2. What are the weaknesses that you observe in Kamal's character?
3. What can you learn from these two characters?

Competency : **Maintains good interpersonal relationships.**

Competency Level : **Maintains good interpersonal relationships to have a successful life.**

Activity 5.1.3 : “Let us unite to gain success”

Time : 80 minutes

Quality Inputs :

- Annexe 5.1.3.1 - Pictures and the Activity Sheet.
- Annexe 5.1.3.2 - Information Sheet.
- Annexe 5.1.3.3 - Activity Sheet.
- Writing papers

Instructions to the teacher

- Paste the picture on a cardboard and cut it into pieces along the dotted lines marked on it. You should have 4 copies of each.

Teaching-learning Process :

Step 5.1.3.1 :

- Get 2 pupils to do the Activity individually. Make two groups to have 3 pupils in each. Form a group to have 6 pupils in each Distribute the Activity given in Annexe 5.1.3.1 among them and get them do the Activity.
- Get the rest of the pupils in the class to observe those pupils who do the Activity.
- When the pupils finish the Activity conduct a discussion highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">● It is difficult to do an activity alone● When it is done alone it takes a long time● When few people get together and do an activity it can be done easily and in a short time |
|--|

(10 minutes)

Step 5.1.3.2 :

- Divide the class into 4 groups.
- Distribute copies of the Information Sheet given in Annexe 5.1.3.2 and the Activity sheet given in Annexe 5.1.3.3 among the groups.
- Get the pupils do the activity in groups.
- Guide them when necessary.

(30 minutes)

Step 5.1.3.3 :

- Get each group to make a presentation of the activity.
- Get others to make comments and suggestions.
- Make a review highlighting the following:

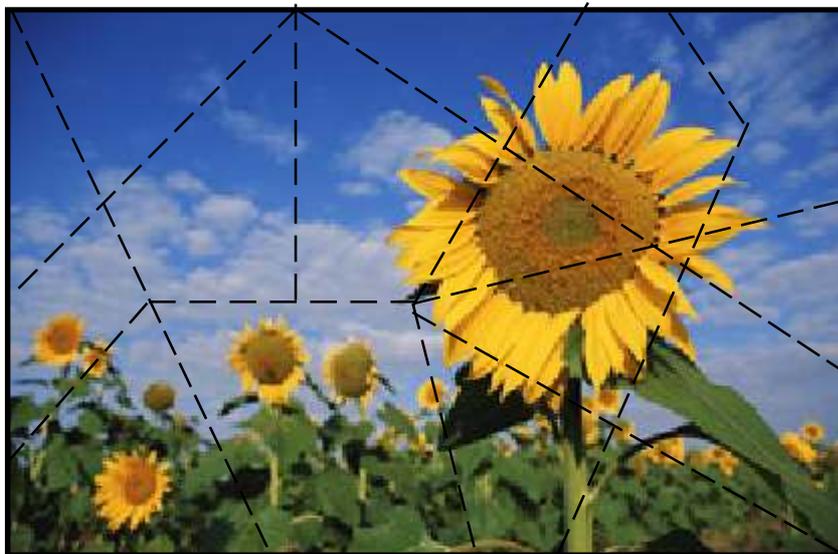
- No one can live lone.
- Any person has to live cooperatively with different people from birth to death.
- One who lives alone gets lonely and destitute.
- Any person needs good interpersonal relationships.
- Good interpersonal relationships bring personal development.
- We should always work in the way that good interpersonal relationships are developed.
- Good interpersonal relationships are beneficial to an individual as well as the society.

(30 minutes)

Assessment and Evaluation:

- States the benefits of good interpersonal relationships.
- Accepts the value of good interpersonal relationships.
- Involves in meaningful activities cooperatively in groups.
- Explains how effective interpersonal relationships could be developed.

Annexe 5.1.3.1



You are assigned to fit the cards correctly to build up a picture within two minutes.

Annexe 5.1.3.2

Information Sheet

There was a flock of red ants in a tree. They lived happily. A baby ant was born to this family. It was different from others. All others paid attention on this baby ant. This small ant grew up to be a big ant. This ant was very proud. This particular ant gets the help of others but never helps others in return. He keeps his goods separately and never gives others. He tried to live alone. One day there was a terrible wind by which the nest of those red ants was broken to pieces. All of them felt sorry. But that particular ant had different thoughts. He thought that he can live alone in a nest of his own.

Suddenly the sky got dark in clouds. Red ants got together to build up a nest soon. They worked quickly and completed their nest. But the particular red ant did not cooperate with them. He tried to build up a nest alone for himself. Ants who completed their nest were now ready to have their meals. But that particular ant was still trying to make his nest. He could not complete it. He was very tired now. Suddenly a rain started with a wind.

The particular red ant fell onto the ground along with the leaf where he was hanging on. Now the rain has stopped. The flock of ants were highly worried because they could not see the particular red ant on the tree. They saw that the ant had fallen to ground and was sunk in the water. Young ants ran down and brought the red ant to the tree. He was unconscious. Ants gave first aid to remove water from his stomach. A lady ant boiled water. A sister ant brought a towel to wipe his body. The red ant opened his eyes. Others were very happy. After some time they gave a cup of hot coffee to this red ant. Now he is O.K. The red ant felt very sorry. He apologised from others for his mistake and promised that he would not make a separate nest alone thereafter and that he would live cooperatively with others.

(Taken from a T.V. cartoon)

Annexe 5.1.3.3

Read the information sheet given in Annexe 5.1.3.2 and answer the questions given below.

- What is meant by inter personal relationship?
- What are the problems that one would face in living alone?
- What are the benefits that can be gained by having good interpersonal relationships?
- If you were the red ant what you would have done at such a situation?
- Why did the red ant face a difficulty?

- How did the flock of red ants get escaped from rain?
- What are the benefits that can be gained by working in a group?

Competency : **Maintains good interpersonal relationships.**

Competency Level : Makes use of good interpersonal relationships to avoid and resolve conflicts.

Activity 5.2.1 : “The bouquet is beautiful with many flowers of various colours”

Time : 40 minutes

Quality Inputs :

- Annexe 5.2.1.1
- Annexe 5.2.1.2
- Papers
- Pins
- The board
- Marker pens

Teaching-learning Process :

Step 5.2.1.1 :

- Display the poem and its meaning given in Annexe 5.2.1.1 written on a bristol board.
- Get a pupil to recite the poem in the class.
- Get all the pupils to recite it.

- Conduct a brain storming discussion on its meaning.
- Inquire about the qualities that peers can possess which would lead to a conflict.
- Conduct a discussion highlighting the following:
 - People have good qualities as well as bad qualities.
 - We can not find a person without having any bad quality.
 - One should attempt to be happy with the good qualities that he/she has and to develop them and also to minimise bad qualities.
 - One should also assist others to do so.

(10 minutes)

Step 5.2.1.2 :

- Distribute strips of papers among pupils so that each would get a number of papers one less than the number of pupils in the class.
- Give instructions to pupils to prepare a bag with a paper and get it hung on his back with the help of another pupil using a pin.
- Give instructions to pupils to write the names of the pupils in the class on the strips of papers and a good quality that he/she has and also the way how he/she can develop it and to fold the paper so that only the name of the pupil could be seen out.
- Give instructions to pupils to go round the class reciting the poem and imitating a bird or a vehicle and to put the strips of papers that

he/she had written on the bags hung on the back of the pupils correctly.

(10 minutes)

Step 5.2.1.3

- : • Give instructions to pupils so that one who finishes the strips of papers correctly to raise his/her hands up to shout “I have finished”.
- Give signal to start the activity.
- When all the pupils have completed doing it, get each of them to take out the strips of papers put in his bag and to read them.
- Divide the class into small groups. Get each group to write down the bad qualities among peers that would lead to a conflict and to write measures that can be taken to avoid them.
- Get each group to make a presentation.
- Get others to comment and give suggestions.
- Make a review highlighting the following:
 - Everyone of us may have shortcomings
 - Some such shortcomings may lead to conflicts.
 - Accepting that everyone can have shortcomings, we should help each other to avoid such shortcomings.
 - When we realize that everyone can have shortcomings we will get a new vision about the personal identity.
- This new vision would help us to minimise our shortcomings.
- Conflicts could be minimised when we understand the individual differences.

(20 minutes)

Assessment and Evaluation:

- States that people can have good qualities as well as bad qualities.
- Accepts that we can minimise our shortcomings when we understand god qualities of others.
- Admires good qualities of others.
- Attempts to correct one's shortcomings and helps others to do so.
- Tolerates others' views.

Annexe 5.2.1.1

මිනිස් හට සොඳුරු ගුණ සහ නුගුණ	ඇත
නිදොස් කෙනෙක් මේ දියත උපදනේ	නැත
වෙසෙස් සිනිඳු මුවරද වර සනස්	පත
කොරොස් නලින් යුතු වෙයි කටු පෙලින්	යුත

People have good qualities as well as bad qualities. a person totally refrained from evil qualities will not be born in this world. The lotus having very soft petals and full of honey has a rough stalk with thorns.

Annexe 5.2.1.2

Instructions for exploration

1. Pay attention on qualities of pupils in your class.
2. Write the name of each pupil in your class in a strip of paper supplied to you and a quality that he/she has and also the way how he/she can develop that quality.
3. Fold those strips of papers so that only the names of pupils could be seen out.
4. Take a paper and prepare a bag and get it hung on your back with the help of another pupil using a pin.
5. Go round the class imitating a vehicle or a bird and put those strips of papers that you have written in the relevant bags of the pupils hang on their back.
6. One who finishes his/her strips of papers first will win the game. He/she will raise his/her hands up and shouts "I have finished".

7. When all the pupils have completed doing it, take the strips of papers put in each one's bag hung on the back and read them.
8. Think about the qualities that you have to be developed and the way how they can be developed as stated by your peers. Think whether you can agree with them.

Competency : **Maintains good interpersonal relationship.**

Competency Level : Makes use of good interpersonal relationships to avoid conflicts and for conflict resolution.

Activity 5.2.2 : “Friendly relationship bring satisfaction”

Time : 40 minutes

Quality Inputs :

- Cartoon picture given in Annexe 5.2.2.1
- Activity sheet given in Annexe 5.2.2.2
- Activity Sheet give in Annexe 5.2.2.3
- A4 papers
- Felt pens
- Paper tapes

Teaching-learning Process :

Step 5.2.2.1 :

- Get four selected pupils to do the role play given in Annexe 5.2.2.1.
- Discuss how and why the conflict demonstrated has arisen.
- Conduct a discussion highlighting the following:
 - Very minor matters which we do not take much interest become many causes for conflicts.
 - Words that we use in talking, not listening to others, not being well mannered, damage done to others' dignity, etc. may lead to conflicts.
 - Conflicts could be avoided by having good interpersonal relationships.

(10 minutes)

Step 5.2.2.2 :

- Distribute copies of the Activity Sheet given in Annexe 5.2.2.2 among pupils.
- Get them observe it well.
- Get them do the Activity.

(15 minutes)

Step 5.2.2.3 :

- When pupils have finished the activity get them exchange their answers with the pupils sitting next to them get them observe the answers written by the other.
- Get those answers to be displayed in the class so that all others can see them

- Discuss their specialities.
- Conduct a discussion highlighting the following:
 - We happen to work with various people having different qualities in our day to day life
 - We have to work without having disputes among such different people.
 - For that we have to have good interpersonal relationships
 - Pleasantness, listening, respecting others' views, friendly talk, respecting others are some qualities that help to have good interpersonal relationships
 - Good interpersonal relationships make our life easy.

(15 minutes)

Assessment and Evaluation:

- States causes, that would bring conflicts.
- Accepts that friendly interpersonal relationships would minimise conflicts.
- States the ways of maintaining good interpersonal relationships.
- Develops qualities needed to work without conflicts
- Works minimising conflicts



Annexe 5.2.2.2

Remind a conflict situation that you have faced as a result of not having good interpersonal relationships and do this activity.

Conflict situation	Write as you think
<ol style="list-style-type: none"> 1. The cause for the conflict. 2. With whom did the conflict arise? 3. What did you do at that situation? 4. How did you represent in the conflict. <ul style="list-style-type: none"> • As the person who created the conflict. • As the person who was subjected to the conflict. 5. What you could have done to avoid the conflict? 6. What are the measures that you would take to avoid such conflicts hereafter? 7. Suggest the measures that you can take to work with others without going into conflicts. 	

Annexe 5.2.2.3

Use this specimen to answer the questions given in Annexe 5.2.2.2.

Conflict situation	Write as you think
1.	
2.
3.
4.
5.
6.
7.

**Life Competencies and
Civic Education**

**Teachers' Instructional Manual
Part II - Civic Education**

Exemplary Activities

7.1 Our Family

Introduction

The basic social unit is the family. The society is composed of few family units. The strength of the Society depends on the strength of the family unit. Family is the Social unit where a person gets membership first. It is the social unit where a person bears the membership for a long period. It is the social unit that influences a person primarily for the personal development. Family as a social unit contributes in building up a good social environment by producing good social members. The family unit has faced challenges in the world which has subjected to changes as a result of various economic and social factors. Limitation of relationship among members, decrease of rest, decrease of parental protection are examples of such challenges. It is expected through this lesson unit to make pupils knowledgeable about the importance of the family as a social unit, social customs and traditions that are experienced through the family life, duties and responsibilities that have to be performed as family members and the importance of maintaining good relationships with neighbour family units. Further, it is expected to develop skills in maintaining good family relationships and inter family relationships. It is expected that pupils would develop competencies in contributing for social wellbeing by facilitating the study of this unit through composing active learning situations.

7.1 Our family

Competency: Develops good interpersonal relationships among family members through the fulfillment of duties and responsibilities.

Competency levels:

- Tends to build up stable family units by working as a good family member understanding the family as the basic and most important social unit.
- Practises to live in coexistence by developing interpersonal relationships within the family and among neighbouring families.
- Develops human qualities needed to live with discipline enjoying rights and performing duties as a member of the family.

Subject content

7.1.1 Introduction on family

- Family is the smallest social unit build up based on relationship.
- The society is composed of family units.
- Definitions about family
“Family is a union composed of a husband and wife with or without children and it is a long-term union”

(Nimcoft - 1947)

“It is a married couple or a group of grown up relations working collectively in economical and nourishing children.”

(Cathelin Guff - 1959)

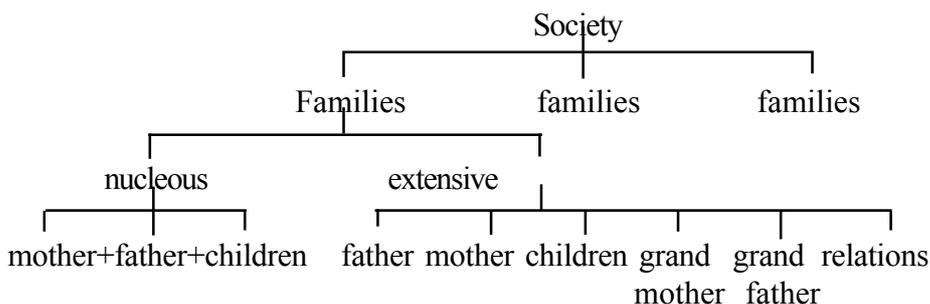
“It is a social unit connected through economic cooperation, common residence, reproduction and other cultural affairs”

(G.G. Merdeck - 1949)

7.1.2 Family members and relationship

There are two types of families according to the number of members in the family.

- nucleous family
- extensive family



- Characteristics of a nucleous family
 - Smallest type of families. smallest active social unit in a society.
 - Only the mother, father and children are included.
 - Depend less on outsiders
 - Independent
 - More personal

- Characteristics of an extensive family
 - In addition to the father, mother and children other members are included.
 - Support services for other members are functioned.
 - Less personal

Nucleous family



Extensive family



7.1.3 Types of families

- Relationships in mother's party
- Relationships in father's party
- Relations are addressed differently in different areas.

7.1.4 Customs, traditions and values practised in the family

- **Customs**

Good practices to be fulfilled and maintained at different occasions in a person's life from birth to death are called customs.

Examples to occasions where customs are practised:

- house warming
- giving the first meal
- beginning to read
- festival held at a girl's attainment of adolescent age
- marriage festival/funeral
- cultural festivals

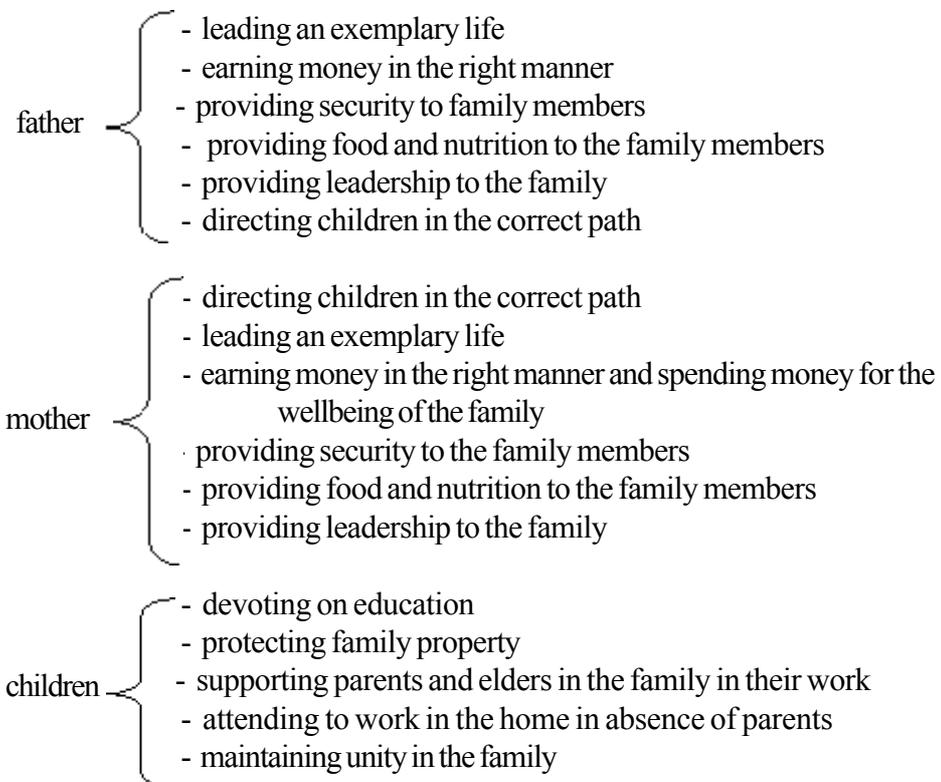
- **Traditions**

- Practices maintained for a long period from generation to generation.
eg. respecting elders
- Performing duties and responsibilities of a person to his/her family.
- Performing duties and responsibilities of a person to his/her family.
- Behaviours continued for a long period.
eg. worshipping elders
when departing
hospitality to guests
- Importance of maintaining customs and traditions in a family.
- having good conduct in a family
- having friendly relationship among family members
- to maintain customs and traditions from generation to generation
- to have good citizens in the society

7.1.5 Rights, duties and responsibilities of family members

- What one should gain from the family as a member of it are rights.
eg. - to have education
- to get affection, love, kindness
- to have security
- to have food and nutrition
- to have clothes
- medicines and treatments at illness
- to have inherent abilities developed
- to spend leisure meaningfully

- Benefits of enjoying rights in the correct manner.
 - to have people of good physical and mental health.
 - to develop a well balanced personality
 - to build up the environment for a good society
- What one should do for the well being of the family are duties. When one enjoys rights in a family there are duties to be performed by him/her.
 - respecting leadership
 - bearing leadership
 - supporting parents and other elders in the family in their work
 - respecting and treating parents and other elders in the family
 - affection and kindness towards family members
 - maintaining family traditions
 - devoting on studies
 - obeying parents and other elders in the family
 - protecting family property
- Importance of performing duties as a family member.
- Responsibilities of family



- Importance of performing responsibilities for the stability of the family.
- Challenges to the present family unit.
 - parents going to foreign countries for jobs
 - parents involving in jobs away from home
 - less leisure
 - competition
 - ill effects of mass media
 - new fashions
 - declination of morals
 - influence of liquor

7.1.6 Importance of relationships between family and neighbours

- The society is formed by collection of large number of families
- As a person can not live alone a family too can not live alone
- Neighbours are those families living around one's family unit.
 - Inter relationships among those family units bring social development
 - Support of neighbours is needed in fulfilling various needs of a family
 - eg. * at a funeral
 - * at a wedding
 - * at a sudden disaster
 - * at cultivation work
- Importance of having good relationships with neighbours
 - development of inter personal support
 - contribution on development of the area
 - getting the support of the neighbours when needed
 - development of unity
- Activities that disturb day to day life of neighbours.
 - involving in illegal activities
 - using the radio, cassette player and T.V. in high sound
 - excluding litter unproperly
 - disputes and disunity among neighbours.
 - improper use of public services.

7.1.7 Characteristics of a good citizen born through a family

- The basic social unit of a society is the family.
- Characteristics of a good citizen born through a family.
 - tolerating others' views
 - kindness and affection
 - honesty
 - friendliness
 - sensitivity to the environment
 - ready wit
 - patience
 - helpfulness
 - self discipline
- When the members of a family are of good conduct justice will be developed in the society.

Activity 7.1.1

Competency Level : Tends to build up stable family units identifying family as the smallest and the most important social unit.

Activity 71.1 : “Let us build up a united family”.

Time : 40 minutes

Quality Inputs :

- A4 papers
- Marker pens
- Annexe 7.1.1.1. - Activity Sheet

Teaching-learning Process :

Step 7.1.1.1 :

- Distribute A4 papers among pupils so that each pupil gets one.
- Give instructions to pupils to draw his/her family members.
- Display those pictures in the class.
- Conduct a discussion highlighting the following:

- | |
|---|
| <ul style="list-style-type: none">● There are many members in the family● They live very close to you● When all the members living in your home are taken together that will be your family● Mother and father are the leaders of your family● Your brothers and sisters are the other members● Such a family consisting of parents and children is called a ‘nucleus family’● Sometimes some of your close relations such as your grand mother, grandfather, aunt or uncle may be living with you in your home.● Such a family is called an ‘extensive family’● The smallest social unit in the society is the family● Unity among family members brings strength to the family |
|---|

(10 minutes)

Step 7.1.1.2 :

- Distribute the copies of the Activity Sheet given in Anexe 7.1.1.1 among pupils.
- Give necessary instructions to do the activity.

(15 minutes)

Step 7.1.1.3 :

- When the pupils have completed the Activity get them into two groups as ‘nucleus families’ and ‘extensive families’.
- Get them discuss the activity in the groups.
- Get them present what they have learnt.
- Get others to express their views regarding the presentations.
- Make a review highlighting the following:

- Family is the smallest social unit in the society
- Man is a social being
- Each pupil in the class is a member of a family
- Family consists of various members
- Families fall into different types according to the members of members in those families
- When a family consists of only parents and children it is called a 'nucleus family'
- When parents, children and some other close relations live in one residence it is called an 'extensive family'
- Unity and cooperation among family members make the family stable

(15 minutes)

Assessment and Evaluation:

- States that when all the members living in one residence are taken together it is called a family.
- Accepts the importance of unity and affection maintained in the family.
- Differentiates nucleus family and extended family.
- Presents the characteristics of a good family member.
- Works with a group feeling

Follow up work

Colour the picture of the family that you drew, name the members and paste it in your book.

Annexe 7.1.1.1

Activity Sheet

Write down short answers to the following questions in the papers supplied to you.

1. What is meant by a family?
2. Name the members of your family.
3. Name the types of families that you see in the society.
4. To what type does your family belong?
5. Write the features of the two types of families in the table given below.

Nucleus family	Extended family

7. How do you act as a member of the family to build up a stable and peaceful family?

Activity 7.1.2

Competency Level : Tends to build up stable family units identifying family as the smallest and that most important social unit.

Activity 7.1.2 : “Let us build up good relationships among family members”

Time : 40 minutes

Quality Inputs :

- Annexe 7.1.2.1
- Annexe 7.1.2.2 - Activity Sheet
- Demy papers and marker pens

Teaching-learning Process :

Step 7.1.2.1 :

- Recite the poems given in Annexe 7.1.2.1 along with pupils.
- Conduct a discussion highlighting the following:

- There are few members in a family who are your close relations
- There are relations in your mothers’ party and in your fathers’ party
- Those close relations in your mothers’ party and fathers’ party are addressed in various ways
- Forms of addressing those relations differ according to regions
- It is important to have close connections with relations

(10 minutes)

Step 7.1.2.2 :

- Divide the class into small groups.
- Distribute copies of the Activity Sheet given in Annexe 7.1.2.2 among groups.
- Distribute necessary papers and pens among groups to do the activity.
- Give them time to do the activity.

(15 minutes)

Step 7.1.2.3 :

- Get each group to do a presentation of what they have done.
- Get others to comment and make suggestions on the presentations.
- Make a review highlighting the following:

- Mother’s mother and father’s mother are addressed as ‘grand mother’
- Mother’s father and father’s father are addressed as ‘grand father’
- Mother’s sister and the father’s sister are addressed as ‘aunt’
- Mother’s brother and the father’s brother are addressed as ‘uncle’
- Mother’s sister’s husband and the father’s sister’s husband are called ‘uncle’

- Mother's brother's wife and the father's brother's wife are addressed as 'aunt'
- There are differences in form of addressing those relations according to regions
- A strong family environment could be built up by maintaining close connections with relations.

(15 minutes)

Assessment and Evaluation:

- States the forms of addressing close relations in the mother's party and the father's party.
- Accepts the importance of building up close connections with relations.
- Writes down forms of addressing close relations.
- Develops groups feelings.
- Respects traditions.

Follow up work

1. Fill in the blanks.

- i. Mother's brother is my
- ii. My father's brother is my
- iii. My mother's sister is my
- iv. My father's sister is my
- v. My mother's sister's husband is my
- vi. My mother's brother's wife is my
- vii. My father's sister's wife is my
- viii. My father's brother's husband is my

2. Draw lines correctly to connect the statements given in 'A' with those given in 'B'.

A	B
grand mother	father's sister
grand sister	father's brother
aunt	Mother's mother
uncle	Father's brother's son
cousin	Mother's sister's daughter

Annexe 7.1.2.1

Get pupils to recite the following poems.

- * අතට වෙරලු ඇහිද ගෙනේ - ඉතට පලා නෙලා ගෙනේ
 බරට ම දර කඩා ගෙනේ - එයි අම්මා විගසකිනේ
- * පුතේ නුඹේ අප්පොච්චා - නුඹ නලවයි නොකර කතා
 ඒක දැකපු පොල්කිච්චා - සද්ද නොකර ඉගිල ගියා
- * පුතේ නුඹේ අත්තම්මා - ගෙලට මාලයක් දැම්මා
 කියා නිමක් නැත නිම්මා - නුඹට ආදරෙයි අම්මා
- * නුඹ නලවන ලොකු අත්තා - නුඹට වළල්ලක් ගත්තා
 ඒ වළල්ල ලොකු හන්දා - තවත් වළල්ලක් ගත්තා
- * පුතේ උඹේ ලොකු අම්මා - අතේ වළල්ලක් දැම්මා
 හිතේ අදර නැත නිම්මා - නාඩා නිදියන් පෙම්මා
- * පුංචි අම්ම සිදේච්චි - අතේ වළල්ලක් දාවී
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English translation

- Mother will come soon taking berries, green leaves and fire wood.
- Son, your uncle, who is your father's elder brother lulls you without talking. The magpie who saw that flew away without making noise.
- Son, your grandmother put a necklace around your neck. She loves you very much.
- Grandfather who lulls you bought a bracelet for you. Since it is too big for you, bought another one.
- Son, your aunt who is your mother's elder sister put a bracelet on your hand. She loves you very much. Sleep without crying.
- Your loving aunt, who is your mother's younger sister will put a bracelet on your hand. My son will smile and will sleep while smiling.
- Your uncle who is your father's elder brother bought a dress for you. My son wearing that dress sleeps without talking.
- Your uncle who is your father's younger brother and who lives in the upper house sings sweet songs. Son, you listen to them and see dreams.
- Son, we don't have money, your uncle has cattle. He will give you a couple of bulls as a present.
- Sorrow rises as a volcano. Drink a spoon of milk. Your aunt lulls you. Please have a sleep.

Annexe 7.1.2.2

Activity Sheets

Group 1

Write down the form of addressing the following relations in English and in your mother tongue (Sinhala or Tamil)

How you address your relations in the father's party



Your father's	.....
father	.....
mother	.....
elder brother	.....
younger brother	.....
elder sister	.....
younger sister	.....
elder brother's wife	.....
younger brother's wife	.....
elder sister's husband	.....
younger sister's husband	.....
elder brother's daughters and sons	.....

Group 2

Write down the form of addressing the following relations in English and in your mother tongue (Sinhala or Tamil)

How you address your relations in the mother's party



- Your mother's father
- mother
- elder brother
- younger brother
- elder sister
- younger sister
- elder brother's wife
- younger brother's wife
- elder sister's husband
- younger sister's husband
- elder brother's daughters and sons
- elder sister's daughters and sons

Group 3

Write down the form of addressing the following relations in Sinhala or in Tamil in different regions.

Different forms of addressing in different regions (in Sinhala or Tamil)

father	
mother	
father's sister	
mother's sister	
father's brother	
father's elder brother	
mother's elder sister	
mother's elder brother	

Group 4

Write down the situations where you get involved in activities along with the following relations.

Relation	Activities/situations
father	
mother	
aunt (father's sister)	
aunt (mother's younger sister)	
uncle (father's younger brother)	
uncle (father's elder brother)	
Aunt (mother's elder sister)	

Activity 7.1.3

Competency Level : Practises to live in co-existence having inter relationships among neighbouring families.

Activity 7.1.3 : “Let us live in co-existence with neighbours”

Time : 40 minutes

Quality Inputs :

- Activity sheet given in Annexe 7.1.3.1.
- A4 papers and pens

Teaching-learning Process :

Step 7.1.3.1 :

- Display few pictures illustrating situations where people work together with neighbours.
eg. Pirith ceremony, wedding ceremony, funeral
- Give sufficient time for pupils to observe those pictures.
- Conduct a discussion highlighting the following:

- A society is formed by uniting several families
- As a person can not live alone a family too can not live alone in the society
- Family units living around one’s family unit are neighbours
- A family needs the help of neighbouring families to fulfill various needs
- It is important to have good relationships with neighbours
- We have to develop qualities like patience, kindness, trustworthiness,
Co-operativeness and good communication in order to develop good inter relationships with neighbours
- We should lead our lives so that our neighbours are not disturbed.

(10 minutes)

Step 7.1.3.2 :

- Divide the class into few groups.
- Distribute copies of the Activity sheet given in Annexe 7.1.3.1 among groups.
- Get pupils to do the activity in groups.

(15 minutes)

Step 7.1.3.3 :

- Get each group to present its reports.
- Get others to comment and make suggestions on the presentations.
- Make a review highlighting the following:

- People living in the neighbouring families are our neighbours
- In the early days people had close relationships with the neighbours

- If we have close relationships with neighbours we can get most of our work done easily.
- We should arrange our patterns of life so that our neighbours are not disturbed

(15 minutes)

Assessment and Evaluation:

- States that the people living in families around one's family unit are neighbours.
- Accepts the importance of having close relationships with neighbours.
- Writes down occasions where the cooperation of neighbours is needed.
- Builds up good relationships with neighbours.
- Works cooperatively with others.

Follow up work

Present a situation where you had good relationships with neighbours in the form of a debate.

Annexe 7.1.3.1

Activity Sheet

(Give a copy of this Activity Sheet to each group)

- State occasions that you helped your neighbours.
- State occasions where your neighbours helped you.
- What are the qualities that you should have to maintain good relationships with neighbours?
- State the importance of helping each other and how you can help to live in unity and co-existence with neighbours.

Activity 7.1.4

Competency Level : Develops human qualities needed to live enjoying one's rights, performing duties and having a discipline as a member of a family.

Activity 7.1.4 : "Let us enjoy rights while performing duties"

Time : 40 minutes

Quality Inputs :

- Activity sheet given in Annexe 7.1.4.1
- Activity Sheet given in Annexe 7.1.4.2
- Felt pens
- Demy papers

Teaching-learning Process :

Step 7.1.4.1 :

- Conduct a brain storming discussion about one's rights, duties and responsibilities within a family.
- Continue the discussion highlighting the following:

- Benefits that one should get from a family as a member of it are rights
- There are many such rights.
eg. security
education
food and nutrition
- Tasks performed by the members of a family for the wellbeing of the family are duties.
- There are many such duties.
eg. respecting leadership
maintaining family traditions
protecting the property of the family
- Family members should perform their responsibilities

(10 minutes)

Step 7.1.4.2 :

- Divide the class into 4 groups.
- Distribute copies of Activity Sheets given in Annexe 7.1.4.1, Annexe 7.1.4.2 and Annexe 7.1.4.3 among groups.
- Give necessary instructions to do the activity.
- Get pupils to do the activity in groups.

(15 minutes)

Step 7.1.4.3 :

- Get each group to present their report.
- Get others to comment on the presentations.
- Make a review highlighting the following:

- Importance of enjoying rights correctly in the family by all of its members

- Wellbeing of the family can be achieved by performing duties
- Importance of performing responsibilities to have stability of the family unit
- There are duties to be performed by you to the family and duties to be performed by the family to you
- The unity of the family can be built up by enjoying rights correctly and performing duties and responsibilities.

(15 minutes)

Assessment and Evaluation:

- States the duties and responsibilities to be performed by the family to oneself and those to be performed by oneself to the family.
- Values the practice of performing duties while enjoying rights.
- Writes down duties and responsibilities.
- Develops the ability to work cooperatively in a family.
- Exhibits qualities of a good family member.

Annexe 7.1.4.1

Activity Sheet

Group 1

1. Duties to be performed by you to the family and duties to be performed by the family to you are stated below. Write each of them in the correct cage and complete the table given below.

- Supplying security
- Getting education correctly
- Earning and spending money correctly
- Respecting elders
- Supplying food and nutrition
- Following customs and traditions
- To be cooperative with brothers and sisters
- Providing opportunity for creative work and appreciation
- Supporting the activities in the family when necessary

by family to you	by you to the family

2. State some other situations in addition to the situations given above, where your help gets needed to the family members in your family environment.

Group 2

1. Some activities that can be done by you alone and some activities that can be done by family members collectively are stated below.

Write each of them in the correct cage and complete the table given below.

- Cleaning the house and outside daily
- Washing the school uniform
- Watering the flower beds
- Cleaning the shoes
- Harvesting paddy
- Painting the walls of the house
- Cleaning the well
- Arranging the books in the bag daily according to the time table
- Preparing food

Activities that can be done by you alone	Activities that can be done by family members collectively

2. State duties that can be performed by you to the family but you have neglected so far.

Annexe 7.1.4.2

Activity Sheet

Group 3



1. Observe the pictures given above carefully and write down the ideas that you get against each picture.
2. Write a suitable topic to the picture.
3. Write down few situations where you support your family members at home.

Annexe 7.1.4.3

Activity Sheet

Group 4



1. Observe the pictures given above carefully and write down the ideas that you get against each picture.
2. Write a suitable topic to the picture.
3. Write down few situations where you support your family members at home.

7.2 Our Society

Introduction

The society is composed of many family units and in the society there are differences. Various social organisations have been built up based on various human needs.

It is necessary to perform duties and responsibilities by everyone for the well being of the society. Various problems have been arisen in the present society as a result of demanding rights while neglecting duties and responsibilities by citizens. This is clearly seen in social units like family, school and society. Hence there is a need to have a positive change in the society.

It is expected from this lesson unit to make pupils knowledgeable about the society where we live in as social beings, and also inter relationships built up in the society, and customs, traditions and laws and regulations that help to maintain those inter relationships. It is expected through the study of this unit that pupils would get a knowledge how rights are to be enjoyed within a legal frame in a virtuous way by performing duties and responsibilities and would develop competencies needed to live as a good citizen with a balanced personality.

7.2 Our Society

Competency : Tends to perform one's duties and responsibilities by identifying rights as a member of the society.

Competency levels:

- Examines inter relationships prevailing in the society.
- Practises to enjoy one's rights within a legal frame as a member of the society.
- Performs duties and responsibilities connected with rights.

Subject Content

7.2 Our Society

7.2.1 Introduction to Society

Various social organisations are built up based on different human needs. The association of those organisations can be called a society.

Various definitions have been done about society in relation to Social Science Subjects.

eg. • "It is an association of a number of people developed as a result of building up inter relationships among them.

- “It is the total association of institutions, groups and organisations built up by human beings living in a demarcated land area to get their desires, needs and wants fulfilled.”
- “It is a unit of people who think it as a social unit with well defined limitations and organised by living together and working together”. (Linton Ralf, The Science of man is the world crisis, Colombia University Press, New York, 1965)
- “Society is like an active workshop of people experienced to freedom through power and support of each other. It is a network of human relations. It is an ever changing phenomenon”. (Perer L. Bergaar - Invitation to Sociology)
- Family is the basic and the smallest unit in a society.
- Society is born based on family units and their needs.
- Examples of some social organisations to be seen in such a society are given in Figure 2.1 given below.

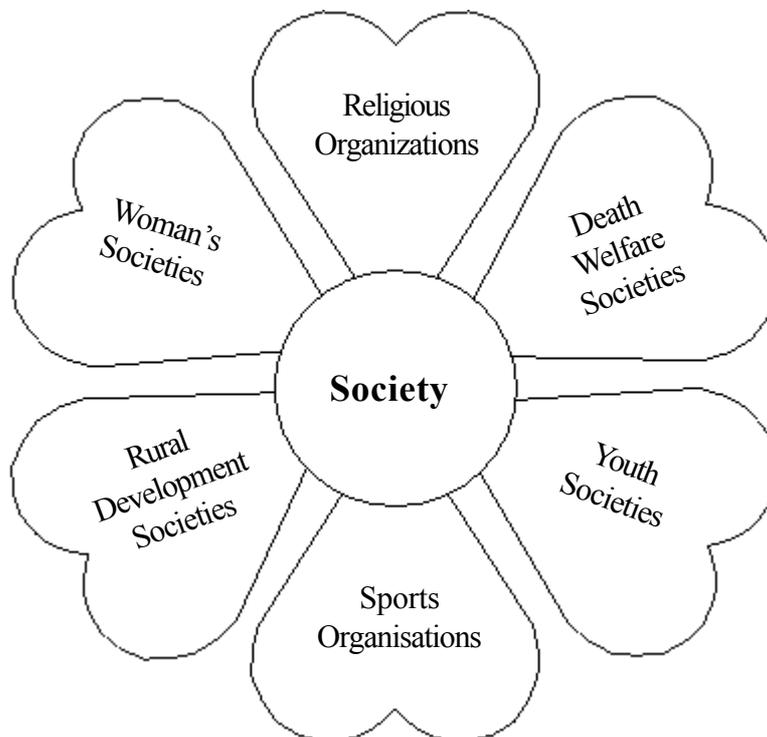


Figure 2.1

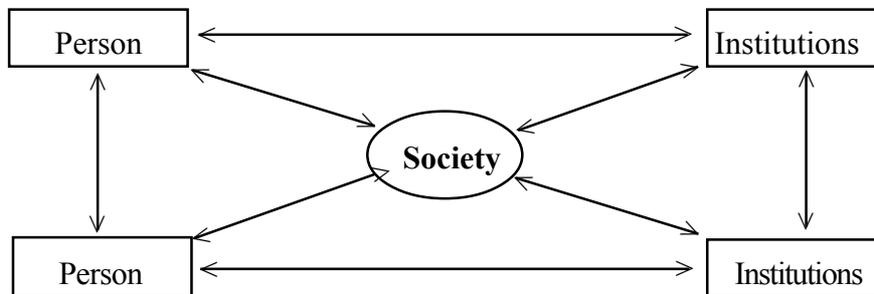
- The society came into being as result of the effort taken to spend a civilized life.

7.2.2 Inter relationships in a Society

- Inter relationships are those relationships that exist between persons and persons, between institutions and institutions and between persons and institutions.

eg.

- Relationships between parents and children.
- Relationships between teachers and students.
- Relationships among family members.
- Relationships among neighbours.
- Relationships among institutions, associations and organisations in a society.
- International relationships.
- Inter relationships illustrated in the form of a figure



- Inter-relationships help to have wellbeing of the Society.
- Needs that can not get fulfilled alone by an individual could be fulfilled in co-operations with others through inter-relationships.

7.2.3 Our duties and responsibilities

- Activities assigned with a bond to citizens to be performed for the existence of the society are called duties.
- Duties can be classified as legal duties and virtuous duties.

Legal duties	Virtuous duties
<ul style="list-style-type: none"> • Obeying the state • Following the state law • Paying taxes • Doing the job perfectly • Contribution to maintain law and peace 	<ul style="list-style-type: none"> • Entertaining parents • Respecting elders • To be with good conduct • Following traditions • Respecting other religions and nations • Respecting national symbols and national heroes

- Responsibilities
The bond of perform duties is called responsibility.
eg.
 - Protecting public property
 - Respecting law and order
 - Respecting good governance
- Duties and responsibilities are linked with each other and can not be separated.
- Fulfilling duties and responsibilities bring wellbeing of the society.
 - That protects rights of one self and others
 - That helps to build up a society having satisfaction and dignity.
 - That helps to build up a good livelihood.
 - That helps to maintain good international relationships.

7.2.4 How duties and responsibilities are activated

<p>State laws/acts</p> <ol style="list-style-type: none"> 1. To work according to the constitution To protect public property 		<p>Traditions</p> <ol style="list-style-type: none"> 1. Protecting the honour and dignity of the school 2. Performing customs
	<p>Various ways of activating duties and responsibilities</p>	
<p>Self discipline</p> <ol style="list-style-type: none"> 1. Attending the job in time 2. Attending the school in time 3. Love towards the environment 		<p>Customs</p> <ol style="list-style-type: none"> 1. Respecting parents and elders. 2. Performing national tasks 3. Respecting national symbols such as national anthem, national flag

- When duties and responsibilities are performed with self discipline there will be a society with citizens possessing a well behaviour and activities.

7.2.5 Enjoying rights within the legal frame

- Rights are the privileges that one gets from the society.
- They are the opportunities for one to bring satisfaction to life.
- They are the opportunities supplied by the society to citizens to spend their lives satisfactorily and with honour and dignity.

Characteristics of Rights

- They are gained within the society.
- They are connected with common wellbeing of the society.
- They are not unlimited.
- We should not be selfish in enjoying them.
- They are connected with duties.

Different Types of rights

Civil Rights	Political Rights
<ul style="list-style-type: none">• Right to live• Right to have education• Right to believe any religion• Right to express ideas• Right to do job• Right to spend a family life• Right for equality• Right to possess property• Right to live at any place• Right to assemble and to have organisations	<ul style="list-style-type: none">• Right to vote• Right to contest at elections• Right to join any political party• Right to form a Government• Right to criticise the government• Right to possess state posts

- **How to enjoy rights**
 - Rights should be enjoyed so that others are not disturbed.
 - Rights should be enjoyed while performing duties and responsibilities.
 - Rights should be enjoyed according to the law and order.

Activity 7.2.

Competency Level : Examines interrelationship prevailing in the society.

Activity 7.2.1 : “Let us be active members of the social organisations’

Time : 40 minutes

Quality Inputs :

- Annexe 7.2.1.1
- Annexe 7.2.1.2

Teaching-learning Process :

Step 7.2.1.1 :

- Present the dialogue given in Annexe 7.2.1.1 to the class.
- Get pupils to express their views about it.
- Conduct a discussion highlighting the following:
 - Social organisations are formed on various human needs
 - There are many such organisations in the society
 - The society is formed in association of such organisations
 - Every person is a member of any organisation or many

(10 minutes)

Step 7.2.1.2 :

- Divide the class in to 4 groups.
- Distribute copies of the Activity sheet given in Annexe 7.2.1.2 among groups.
- Get pupils to do the activity in groups.

(40 minutes)

Step 7.2.1.3 :

- Get each group to present the group report.
- Get pupils to make comments on the presentations and have a discussion.
- Get pupils to note down important facts presented by groups.
- Make a review highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">• The Society is formed in association of many social institutions/ organisations.• Social unit formed by their personal activities is a society.• Society has been formed as a result of the effort to spend a life with good conduct• Members of the social organisations have duties and responsibilities• Social security is maintained so long as they are performed• Members of a social organisation gain various privileges because of their membership |
|--|

(20 minutes)

Assessment and Evaluation:

- Names the social organisations prevailing in the area.
- Values those organisations since oneself as well as the society gains privileges through them.
- Compiles duties and responsibilities of members of social organisations.
- Takes active part in group activities.
- Presents groups activities creatively.

Follow up work

Take action to start and maintain an Environment Organisaatin in association of grade 7 pupils to maintain school environment beautifully.

Annexe 7.2.1.

Dialogue

- Kamal** : How are you Nimal, yesterday was a holiday.
- Nimal** : I am all right. Yesterday we had the annual meeting of the Death welfare society in our village. Monthly meetings of our organisation is held in every month.
- Thilini** : Dilini, I saw you were at the Community Hall yesterday.
- Dilini** : Yes Thilini we had the monthly meeting of our children’s club yesterday there.
- Thilini** : Can you come to our home in this weekend?
- Dilini** : Sorry Thilini. I may not be able to come. I heard that there is a meeting of the Sports Club in the Community Hall.

Annexe 7.2.1.2

Prepare a table as given below and Complete it giving information about social institutions/ organisations in your are a

Social Institution / Social Organisation	Duties and responsibilities of members		Benefits gained by oneself and the society because of membership Oneself Society
	Duties	Responsibilities	
eg. 01 Temple/ Church/ Mosque	To protect the sacredness	To be of good conduct	
02 School			
03 Sport Club			
04 Youth Club			
05 Sramadana (Labour donating) Society			

Activity 7.2.2

Competency Level : Examines inter relationships prevailing in the society.

Activity 7.2.2 : “Let us build up good inter relationships”

Time : 40 minutes

Quality Inputs :

- Annexe 7.2.2.1 - The picture
- Annexe 7.2.2.2 - Activity Sheet
- Demy papers and felt pens

Teaching-learning Process :

Step 7.2.2.1 :

- Display the picture given in Annexe 7.2.2.1.
- Conduct a brain storming discussion on it.
- Conduct a discussion highlighting the following:

- A person can not get his needs fulfilled alone by himself.
- Any person has to build up inter relationships.
- All social relations are built up among people and among organisations.

(05 minutes)

Step 7.2.2.2 :

- Divide the class into 5 groups.
- Distribute Activity Sheets given in Annexe 7.2.2.2 among groups.
- Get pupils to do the activity in groups.

(15 minutes)

Step 7.2.2.3 :

- Get each group to present their work.
- Discuss them in the class.
- Make a review highlighting the following:

- There are inter relationships at different levels in the society.
- Those relationships fulfill personal and social needs.
- Needs that we can not get fulfilled alone by oneself can get fulfilled co-operatively when we get together.
- Inter relationships are needed at family level, village level, country level and also at international level.
- Through international relationships we can work as world citizens.

(20 minutes)

Assessment and Evaluation:

- Explains the inter relationships prevalent in the Society.
- Values good interpersonal relationships.
- Highlights duties and responsibilities prevalent in inter relationships.
- Maintains good interpersonal relationships.
- Presents group activities creatively.

Follow up Work

- collect newspaper reports expressing benefits and un benefits caused by maintaining inter relationships and prepare a file. Bring it to the class and get pupils to read.

Annexe 7.2.2.1



The picture illustrates inter relations among:

- parents and children
- teachers and students
- employers and employees
- friends
- priests and laymen
- national and foreign

Annexe 7.2.2.2

Think of the topic assigned to your group. Prepare a table illustrating duties and responsibilities which would help to maintain good inter relationships relevant to the topic.

Topics

- Group I** - Inter relationships between parents and children
- Group II** - Inter relationships between teachers and students
- Group III** - Inter relationships between employers and employees
- Group IV** - Inter relationships among friends
- Group V** - Inter relationships between priests and laymen

Activity 7.2.3

Competency Level : Practises to enjoy one’s rights within a legal frame as a member of the society.

Activity 7.2.3 : “Let us enjoy rights in the legal manner”

Time : 40 minutes

Quality Inputs :

- Annexe 7.2.3.1 - Cues for the roleplay.
- Annexe 7.2.3.2 - Activity Sheet
- Writing papers

Teaching-learning Process :

Step 7.2.3.1 :

- Get few pupils to do the role play given in Annexe 7.2.3.1.
- Get other pupils to watch it.
- Get pupils to express their views about it.
- Conduct a discussion highlighting the following:

- | |
|---|
| <ul style="list-style-type: none">● Every person has the right for his personal freedom● But that freedom is not unlimited● We have to enjoy that right within limits of the law. |
|---|

(05 minutes)

Step 7.2.3.2 :

- Divide the class into 4 groups.
- Distribute copies of the Activity sheet given in Annexe 7.2.3.2 among groups.
- Get pupils to do the Activity in groups.

(15 minutes)

Step 7.2.3.3 :

- Get each group to make a presentation of the activity.
- Get pupils to make comments and discuss the presentations.
- Make a review highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">● Rights can be enjoyed by civilized citizens● Rights can not be enjoyed unlimitedly● Rights are connected with legal conditions● When rights are enjoyed violating law it will be a punishable offence● Enjoying rights violating law is un virtuous● Rights should be enjoyed performing duties and responsibilities● When duties and responsibilities are performed good inter personal relationships would be developed. |
|--|

(30 minutes)

Assessment and Evaluation:

- Explains rights that people enjoy.
- Values the importance of respecting others' rights.
- Explains legal and virtuous condition of rights.
- Involves in group activities with a group feeling.
- Involves in solving problems.

Follow up work

- Select a situation in your environment where rights are violated. Write down the virtuous and legal punishments for that.
- Make suggestions how you would act at such a situation.

Annexe 7.2.3.1

Cues for the roleplay

- A passenger who had the practice of travelling in the bus to his work place without getting tickets.
- His friends warn him that it is illegal and liable to get punishment.
- One day he was got caught by ticket checking officers.

Annexe 7.2.3.2

Activity Sheet

Sirimal who is in grade 7 is reading his books to get ready for the term test to be held in next week. Meanwhile his father who has returned home from hospital after treatments for a heart attack stays at home having a rest. In the adjoining house the cassette player is tuned at a high sound. Sirimal feels that it is a disturbance for him as well as for his father and wants to get it stopped. Suggest measures that Sirimal can take in this occasion. Write down those measures grouping them as legal measures and virtuous measures.

Legal measures	Virtuous measures

(Prepare copies of the Activity Sheet according to the number of groups)

Activity 7.2.4

Competency Level : Performs duties and responsibilities connected with rights.

Time : 50 minutes

Quality Inputs :

- Annexe 7.2.4.1 - Picture
- Annexe 7.2.4.2 - Activity Sheets
- Felt pens and demy papers
- Text book

Teaching-learning Process :

Step 7.2.4.1 :

- Display the pictures given in Annexe 7.2.4.1.
- Get pupils to pay their attention on them.
- Get pupils to express their views.
- Conduct a discussion highlighting the following:

- | |
|--|
| <ul style="list-style-type: none">● Those who are employed in any job should perform their duties.● They should do what is expected from them● They should be dedicated to fulfill the needs of the public as expected from them.● We should not be selfish in enjoying our rights. |
|--|

(10 minutes)

Step 7.2.4.2 :

- Divide the class into 5 groups.
- Distribute copies of the Activity Sheet given in Annexe 7.2.4.2 among groups.
- Get pupils to do the activity in groups.

(15 minutes)

Step 7.2.4.3 :

- Get each group to present their work.
- Discuss the presentations in the class.
- Make a review highlighting the following:

- | |
|---|
| <ul style="list-style-type: none">● One should enjoy rights while performing duties as a member of the family.● One should enjoy rights while performing duties as a member of the neighbouring families.● One should enjoy rights while performing duties as a school pupil.● One should enjoy rights while performing duties as a person loving the environment. |
|---|

(15 minutes)

Assessment Evaluations:

- Explains various duties and responsibilities.
- Values the importance of performing duties for the wellbeing of the Society.
- Categorises rights and duties.
- Performs one's duties as a member of a group.
- Respects others' rights.

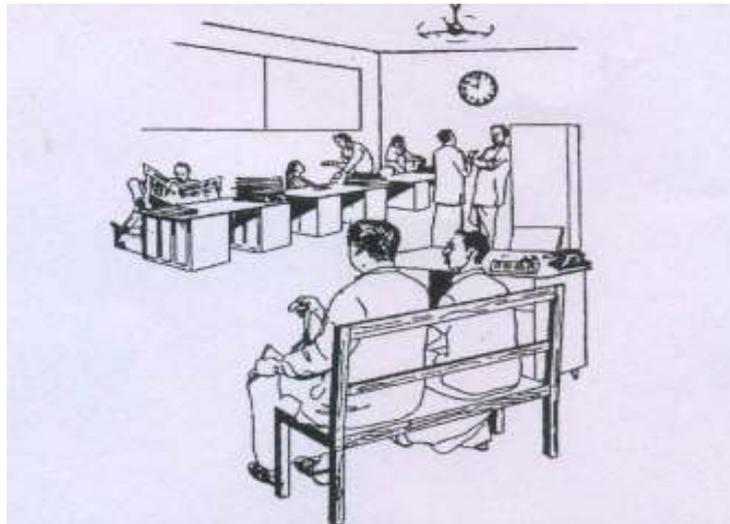
Follow up work

Compose poems, songs and pictures explaining rights and duties.

Annexe 7.2.4.1

Picture A- The picture illustrates a scene in an office.

- Some officers spend time just talking
- Some are reading newspapers
- Some people who have come to get their work done in the office are waiting.



PictureB - The picture illustrates employees in a construction work site working properly.



Annexe 7.2.4.2

Fill in the table according to the Activity Sheet given.

Table

Duties	Rights

Activity Sheet

- Group 1** As a member of the family.
- Group 2** As a school pupil.
- Group 3** As a member of the neighbouring Society.
- Group 4** Regarding the job that you expect.
- Group 5** As a person who loves the environment.

Put into a table Duties and Rights relevant to each situation.

7.3 Our Culture

Introduction

Sri Lankan Society is a multi cultural one. Various ethnic groups - Sinhala, Tamil, Muslim, Malay, Burgher and others live in Sri Lanka. They talk different languages. People belong to different religions as well. They have different cultures. Sinhalese are the majority group. Other ethnic groups too live in all the parts of the country. This multi culture had been there in Sri Lanka from ancient time.

Those ethnic groups contribute in the national economy, national politics and in state administration. So we should admire this multicultural system. The constitution of Sri Lanka allows its citizens to accept any religion, to talk any language, to have any belief, to live in any place of the country and to enjoy the culture either alone or with others.

It is a timely need of Sri Lanka to build up the national unity amidst cultural differences. It is expected from this lesson unit to develop attitudes of pupils so that they would value their own culture while respecting other cultures and thereby produce a young generation with a balanced personality in Sri Lanka.

Activity 7.3

Competency 7.3 : Contributes in building up the national unity preserving the identity of one's culture while respecting other cultures in a multi cultural society.

Competency levels :

- Respects other cultures while valuing ones' own cultural heritage.
- Analyses special characteristics of each culture.
- Respects symbols representing national identity using them in the proper way.
- Values the morals of a good citizen.

7.3 Our Culture

7.3.1 A brief introduction about Culture.

- **Introduction to Culture**

“The term culture resembles all aspects, such as the language, clothes and ornaments, food, arts, literature, education, law, customs, values, beliefs and religion” etc.

- **Definitions given to culture**

“Culture or civilization is the complex totality of all aspects such as knowledge, beliefs, arts, laws, morals, customs and practices, habits and abilities that are acquired by man as a person living in the society”

(E.B. Tylor - Primitive Culture - John Murray - London)

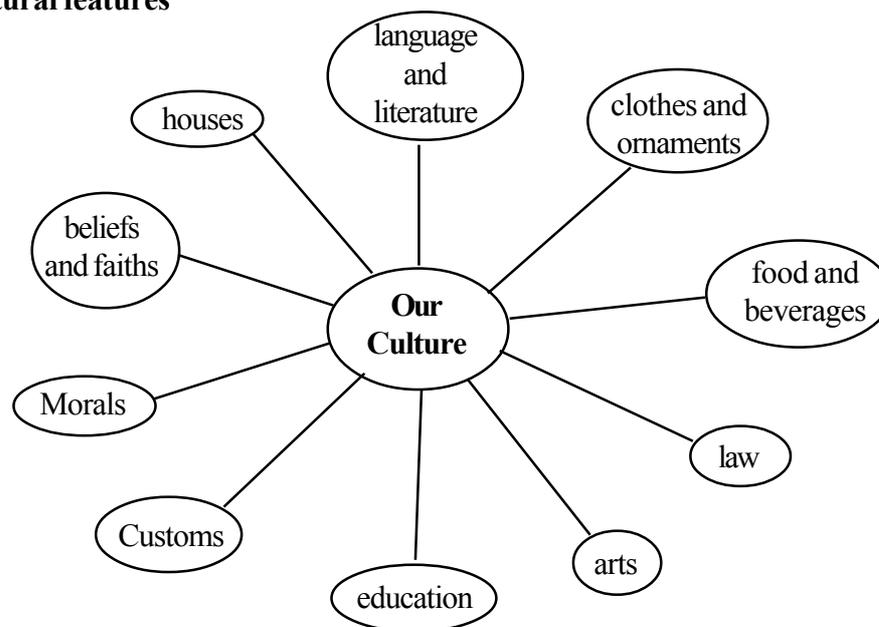
“It is the collective name that can be given to all behaviour patterns socially acquired in the form of symbols and gained hereditarily.

(Charles A. Elwood, Social Science Dictionary, 1944)

“To all social activities, ie. in broad language, marriage, systems of possessing, greetings, industries, art etc. are said to be culture.”

(C. Wislor - “American Anthropologist 1920)

- **Cultural features**



- **Imparting culture**

- Society depends on the manner of imparting culture from generation to generation.
- Institutions that act as agents of imparting culture.
 - Family
 - Education institutes
 - Religions institutions
- Family as an agent of imparting culture.

- Institutions that act as agents of imparting culture.
 - Family
 - Education institutions
 - Religious institutions
- Family as an agent of imparting culture
Practising its members to have day to day activities systematically
eg. food habits: - To take food only at due time
 - To wash hands before taking meals
 - Not to smack while eating
- Education institutions as agent of imparting culture.
eg. school - Attending the school and departing the school at the correct time.
 - Studies according to a time table
 - Cleaning the school environment
- Religious institutions as agent of imparting culture.
 - Explaining what is to be done and what is not to be done.
 - Explaining what is good and what is bad.
 - Explaining what is correct and what is incorrect.
- Importance of preserving the culture.
 - It decides the existence of the society.
 - It preserves the identity of the nation.
 - It helps to build up national unity.
 - It develops personality of people.
 - Controls behaviour of human beings.
 - Develops human attitudes and morals.

7.3.2 Special characteristics of various cultures

- Causes for cultural differences.
 - There are several ethnic groups in Sri Lanka - Sinhala, Tamil, Muslims, Burgher and other minor groups.
 - Those ethnic groups have their identical cultural features.

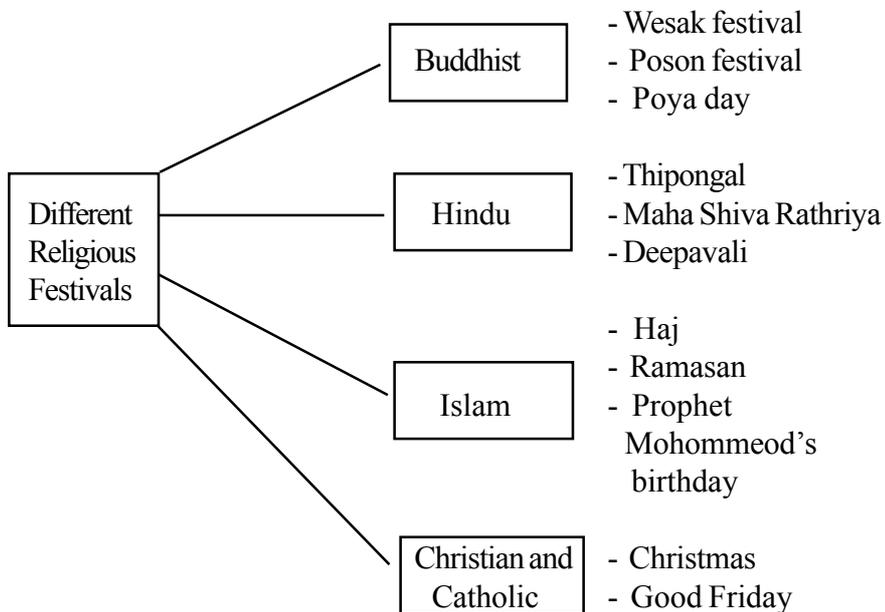
Differences in ethnicity	-	Sinhala
	-	Tamil
	-	Muslims
	-	Malays
	-	Burgher

Differences in religion	-	Buddhists
	-	Hindus
	-	Islam
	-	Christians

Differences in terms of occupation

- farmers
- fishers
- businessmen

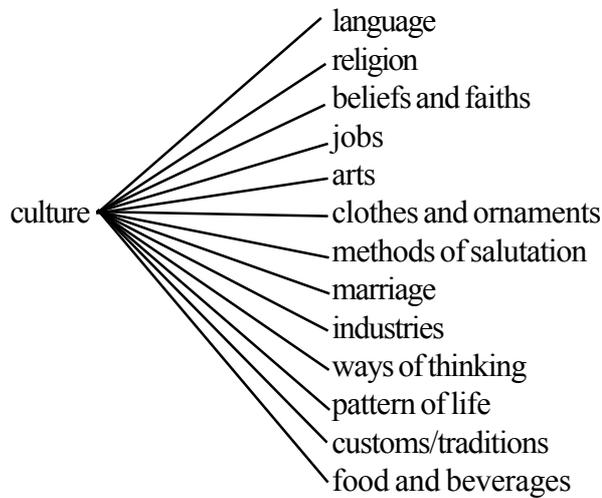
- Ethnic and religious differences bring about other cultural differences.
- Such differences are.
 - language and literature
 - art
 - food and beverages
 - clothes and ornaments
 - customs
- There are festivals relevant to different religious and ethnic groups.



- Other occasions where cultural customs are performed.
 - Birth of a child.
 - Giving the first meal to a child.
 - Marriage
 - Funeral

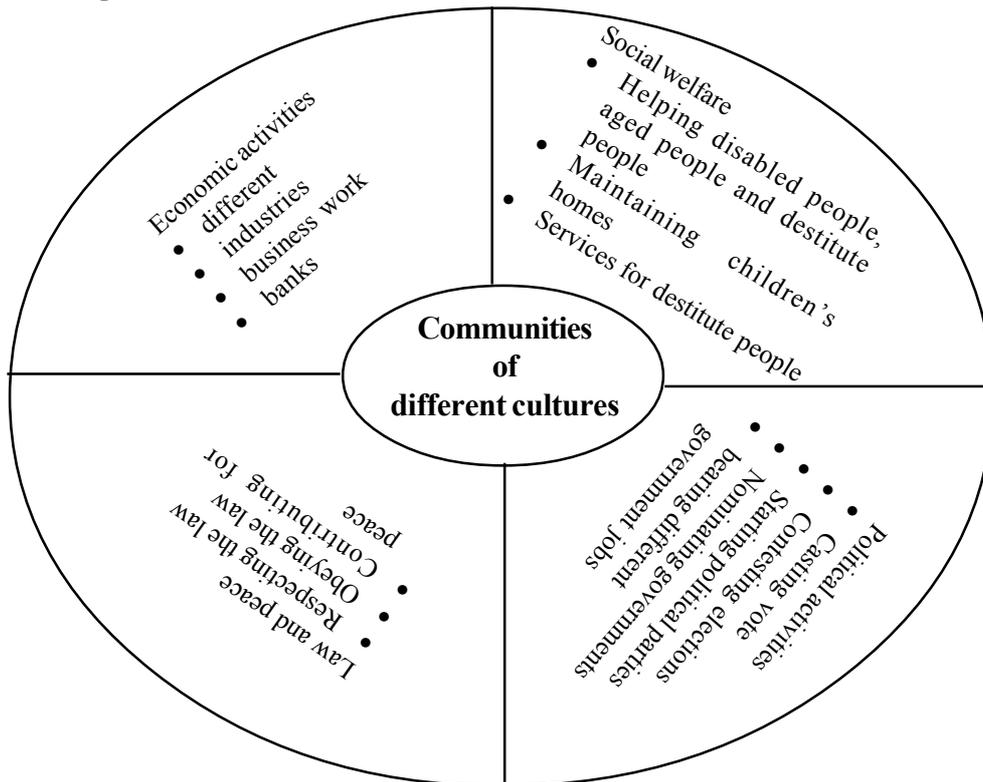
7.3.3 Common features of different cultures

- There are common features in all different cultures



- Inter relations between different cultures are needed for the existence of the society.
 - festivals
eg. all religious offerings
 - Common religious places
eg. Sri pada
Kataragama
 - Inter-marriages
eg. Sinhala - Muslim
Sinhala - Tamil
Buddhist - Christian
 - Arts
eg. Ancient arts
belonging to Polonnaruwa
and Anuradhapura
periods have features'
of different cultures
 - Clothes and ornaments
Clothes and ornaments belonging to different cultures are being used by all others.
eg. Saree
Gown
Tousers
Salvari dress

- Methods of salutations and greetings
eg. Shake hand
Ayubowan
- Religious
eg. Using flowers for offerings, welcoming and in decorations
Lighting oil lamps
- Communities belonging to different cultures contribute in economic activities, protection of law and peace and in Social welfare work.



- People belonging to different cultures are involved in economic fields
eg. cultivation
animal husbandry
fisheries
industries
services
- Every culture pays attention on the need of developing human conduct and abilities relevant to the well being of the society.
- Changing on social needs is a common feature in all cultures.
eg.
 - Women doing jobs
 - Getting medical treatments when get ill instead of following ancient offerings
 - Making use of new technology for various purposes.

7.3.4 National identity and national peace

- People who have got citizenship in a country either by birth or by registration are accepted as a nation.

- Definitions on nation.

“Nation is constituted not because of talking a same language or belonging to a same ethnic group but on the desire to maintain the success commonly built up in the past”

(Urnest Rainon 1882)

“A nation needs a state. Hence one state for one nation is the attitude of nationalist politics. There the nation means the state.”

(Hans J. Morganthan, Politics Among Nations, 5th Edition, Alfred a knopt, U.S.A., 1978)

Structure of the state can be explained as follows:

- precise land
- population
- government
- sovereignty

It the nation indicates the state it should have above features.

- When all citizens living in a country act with the attitude that they belong to a same nation and value their culture nationality is built up.

“‘Nationality’ can be defined as a noticeable quality of a community having a common origin and traditions”

“It is a community organised with the desire to be a nation”

(Fredvick Hurts)

- Examples to nationality

- Sri Lankan
- Indian
- American
- Japanese

- So many ethnic groups may live in one nations.

eg. Sinhala

Tamil

Muslims

Burghers

Sri Lankan

- If we act as one nation as Sri Lankans not as different ethnic groups the nation will achieve development.

It is difficult for us to develop as a nation if we get divided into ethnic groups.

When there is no unity among ethnic groups, there will be reluctance, suspicion and enmity among those groups.

It will be a barrier in contributing in economic and development activities.

When we work unitedly as one nation without getting divided into ethnic groups we can achieve our economic development easily.

Peace and cooperation among all citizens and the attitude as one nation would accelerate the development of the nation.

- People belonging to different ethnic groups in our country worked united to win independence.

When we think of our leaders who dedicated to win independence, we can understand that they had worked with an attitude that all of them were belonging to one nation.

Some such leaders are -

- Hon. D.S. Senanayake
- Hon. F.R. Senanayake
- Ven. Hikkaduwe Sri Sumangala
- Ven. Wariyapola Sri Sumangala
- Hon. T.B. Jaya
- Hon. Ponnambalam Arunachalam
- Sir Ponnambalam Ramanadan
- Hon. Sri Arumuga Nawalar

7.3.4 National flag, National anthem and National emblem

Subject Content

- Every nation has a national flag, national anthem and a state emblem.
- Sri Lanka too has a national flag, national anthem and a state emblem.

National flag

- Sri Lanka gaining independence on 04th of February 1948.
- Appointing a Committee to compose a national flag by Hon. Mr. D.S. Senanayake, the first Prime Minister of Sri Lanka on 16th March 1948.

Members of the Committee were as follows:

Chairman - Hon. Mr. S.W.R.D. Bandaranayake

Secretary - Professor Senarath Paranavithana

Hon. Mr. T.B. Jaya

Hon. Mr.G.G Ponnambalam

Hon. Nr. T.R. Jaya

Sir Lalith Rajapakse

Sir John Kotalawala



- Colours and symbols included in the national flag:
 - A lion bearing a sword in the hand in yellow colour in the red background.
 - Four leaves of Bo tree in yellow colour.
 - A strip in pink colour
 - A strip in green colour
 - Yellow colour
- Occasions at which the national flag is hoisted.
 - Independence day
 - State festivals
 - National festivals
 - Special festivals in schools and other institutions
- Procedures that have to be followed in using the national flag.
 - The flag should be folded and fixed at the top of post before hoisting.
 - The national flag should not be kept on the ground at any time.
 - It should be honoured in exhibiting.
 - At the arrival of a foreign state leader to the country and when the national flag of that country is hoisted the national flag of Sri Lanka too has to be hoisted.
 - When the national flag is hoisted along with religious flags, they should be hoisted at a parallel height.
 - At international conferences it should be hoisted at a parallel height with the national flags of other countries.
 - When the national flag is hoisted along with the flag of the U.N.O., the national flag should be hoisted at the left hand side or at the right hand side of the U.N.O. flag. Normally the national flag is hoisted at the right side of the U.N.O. flag.
 - When the national flag is hoisted along with regional flags or school flags, etc the national flag should be hoisted at the middle of those flags and at a higher level than other flags.

- When the national flag hoisted along with other flags, the national flag should be hoisted first and when those flags are unhoisted, the national flag should be unhoisted first.
 - In hoisting the national flag its two vertical strips should be at the side of the post.
 - It should be hoisted in an open place to be seen clearly.
 - When the national flag is hoisted across a street it should be hoisted horizontally so that the figure of the lion could be seen standing straight.
- **Procedures that should be followed in hoisting the national flag.**
 - It should be hoisted and dehoisted slowly and with respect.
 - Soon after hoisting the national flag, national anthem should be recited.
 - All those who participate at festival should stand up and be at the attention posture at the moment of hoisting the flag and should pay respect.
 - All of them should stand facing the flag at that moment.
 - Those who are in the forces and if they are in their uniforms, they should salute the flag at the moment of hoisting.
 - Ordinary people should remove their headwear at that moment.
 - If the national flag is kept hoisted at night, the place should be lighted.
- **Using the national flag in processions.**
 - The post carrying the flag should be raised straight.
 - If the national flag is taken along with other flags, the national flag should be taken at the middle of them and in front.
 - In saluting a guest the national flag should not be turned down.
 - When the national flag is taken along with other flags, the national flag should be taken at the right side of the procession.
- **Hoisting the national flag on a stage**
 - When the speaker makes his speech facing the crowd the national flag should be hoisted at his right side.
 - Or else it should be hoisted at the back side of him on the wall and above him.
- **Half masting**
 - At a day of national mourning the national flag is half masted. The government decides when it is to be half masted.
 - First the national flag is hoisted at the top of the post. Then it is brought down (1/3 of the length of the post from the top)

- **The national flag should not be used bringing damage to its respect.**
 - It should not be used as a dress or a table mat or bed sheet.
 - It should not be used as a cover to a sealing.
 - It should not be used as a container to put something on it.
 - It should not be used in commercial propaganda.
 - It's symbol should not be stitched on pillow cases, mattress cover, handkerchiefs or any other such thing.
 - It should not be used to cover the hood, two sides or the back side of a vehicle.
 - The symbol of the national flag may be stitched on the official uniform of those who are in security forces, police officers and fire brigade officers.
 - A damaged or discoloured national flag should not be displayed.
 - In saluting any person the national flag should not be lowered.

National Anthem

- Background of composing the national anthem
 - The need for a national anthem in winning independence to Sri Lanka on 04th February 1948.
 - A committee was appointed having the following people as its members
 - * Mudliar E.A. Abeysekera (chairman)
 - * Mr. S.L.D. Gunathilake
 - * Mr. Lionel Edirisinghe
 - * Mr. T.B. Ilangasinghe
 - * Dr. O.M.D.A. Wijesekera
 - The committee selected the national anthem composed by Mr. Ananda Samarakoon.

- The national Anthem

ශ්‍රී ලංකා මාතා
 අප ශ්‍රී ලංකා
 නමෝ නමෝ නමෝ නමෝ මාතා
 සුන්දර සිරි බරිණි - සුරදි අති සෝබමාන ලංකා
 ධාන්‍ය ධනය නෙක මල් පලතුරු පිරි ජය භූමිය රමයා
 අප හට සැප සිරි සෙන සඳනා
 ජීවනයේ මාතා
 පිළිගනු මැන අප හක්ති පූජා
 නමෝ නමෝ මාතා
 අප ශ්‍රී ලංකා
 නමෝ නමෝ නමෝ නමෝ මාතා

ඔබ වේ අප විද්‍යා
 ඔබමය අප සත්‍යා
 ඔබ වේ අප ශක්ති
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 ඔබ අප ආලෝකේ
 අපගේ අනුප්‍රාතේ
 ඔබ අප ජීවන වේ
 අප මුක්තිය ඔබ වේ
 නව ජීවන දෙමිනේ
 නිතින අප පුබුදුකරන් මාතා
 ඥාණ වීර්ය වඩවමින රැගෙන යනු
 මැන ජය භූමි කරා

එක මවකගේ දරු කැළ බැවිනා
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 නමෝ නමෝ මාතා
 අප ශ්‍රී ලංකා
 නමෝ නමෝ නමෝ නමෝ මාතා

- The national anthem is recited at all occasions when the national flag is hoisted.
- When the national anthem is recited all should get up from their seats and stand at the attention posture.

State Emblem

- State emblem is the symbol of the state.
- Any property bearing the state emblems implies that it belongs to the state.



- The present state emblem was taken to be used from the time of Sri Lanka becoming a republic.
 - Symbols included in the state emblem
 - * Lion - bravery
 - * Filled pot - fortune
 - * Sun and Moon - stableness
 - * Pods of grain - fertility
 - * The Circle of doctrine - rightousness
 - * Lotus petals - purity

7.3.5 National flower and the National tree

National flower

- National flower - blue lilly.
- Its Botanical name - Nimifeya Stelataya.
- It is a water-born plant.
- There are flowers throughout the year.
- It is a beautiful flower which is used for medicines as well.
- In recommending it as a national flower its indigenoussness, historical and cultural importance were taken into consideration.



National flower



National tree

National tree

- National tree - Na tree.
- Its Botanical name - Mesuva Fereya.
- Its motherland is Sri Lanka, but is seen in countries like India, Burma and Malay.
- Its wood is strong.
- There are several type of Na tree as Diya Na and Suwanda Na.
- All of its parts have a medicinal value.
- In recommending it as the national tree its qualities like its indigenouness, its historical and cultural value, external appearance were taken into consideration.

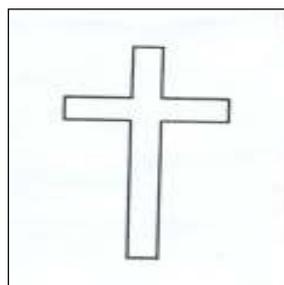
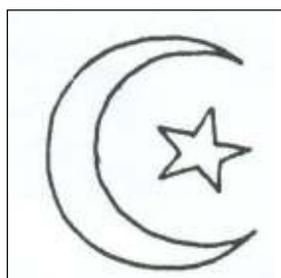
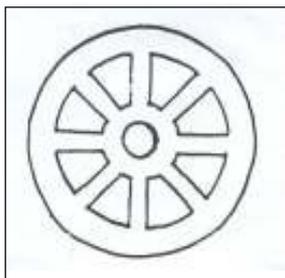
- **Qualities of a good citizen**

- kindness
- performing duties and responsibilities
- law abiding
- democratic
- equity
- reasonable
- disciplined
- friendliness
- impartial

- **Importance of having a moral character**

- Contribution to the well being of the society
- Adopting to the culture
- Accepted by the society
- Development of qualities of a good personality
- Adopting to a democratic livelihood
- Emotional development
- Development of social skills

Annexe 7.3.1.1



1. What are the symbols illustrated in the above pictures?
2. What is the religion indicated by each of them.
3. Give examples to show that there are inter relationships between different cultures.

Annexe 7.3.1.2

Study the following definitions given to ‘culture’ and answer the questions given below.

Definitions

“Culture or civilization is the complex totality of all aspects such as knowledge, beliefs, arts, laws, morals, customs and practices, habits and abilities that are acquired by man as a person living in the society

(E.B. Tylor, Primitive culture’, John Murray, London)

“It is the collective name that can be given to all behaviour patterns socially acquired in the form of symbols and gained hereditarily.

(Charles A. Elwood, Social Science Dictionary, 1944)

“To all social activities, i.e in broad language, marriage, systems of possessing, greetings, industries, art etc. are said to be culture”.

(C. Wilsor - ‘An American Anthropologist, 1920)

1. State in brief what is meant by culture.
2. Name sociologists who have given definitions to culture.
3. Name the main features of a culture.

Activity 7.3.2

Competency Level : Uses the symbols that reflect national identity correctly and respects them.

Activity 7.3.2 : “Let us know about the national flag”

Time : 40 minutes

Quality Inputs :

- Annexe 7.3.2.1
- Annexe 7.3.2.2 - Activity Sheet
- A4 papers and demy papers
- Felt pens

Teaching-learning Process :

Step 7.3.2.1 :

- Present the Annexe 7.3.2.1 to the class.
- Get pupils to observe the statements given in the Annexe and the national flag.
- Conduct a discussion highlighting the following:

- In the national flag hoisted on 04th February 1948 there were four bobbins at the four corners and a picture of a lion with a sword in hand at the middle of it.
- A Committee was appointed to compose a new national flag for Sri Lanka.
- Hon. S.W.R.d. Bandaranayake was its chairman and Professor Senarath Paranavithana was the Secretary.
- Hon. T.B. Jaya, sir John Kotalawala, Hon. J.R. Jayawardane, Hon. Lalith Rajapakse, Sir G.G. Ponnambalam were the other members of the Committee.
- In the new flag the four Bo leaves at the four corners of the flag represent four Brahma Viharanas, Mettha (loving), Karuna (kindness), Muditha (delightness) and Upeksha (indifference).
- The lion with a sword in hand represents braveness.
- The strip in pink colour represents Tamils and the strip in green colour represents Muslims.
- Red and yellow colours represent collectiveness.
- The national flag was composed by two famous artists, J.D.A. Perera who was the Head of the Haywood and Mr. S.P. Charles.
- The new national flag so composed was hoisted for the first time on 04th February 1952 at the Independence festival.

(10 minutes)

- Step 7.3.2.2** :
 - Divide the class into few small groups.
 - Distribute Annexe 7.3.2.2 and Annexe 7.3.2.3 among groups.
 - Get pupils to do the activity in groups.(15 minutes)

- Step 7.3.2.3** :
 - Get each group to present the report,
 - Get pupils to comment on the presentations.
 - Make a review highlighting the following:

- There had been a national flag prior to the present one.
- The national flag was composed on recommendations of a committee.
- Two strips of the flag are in pink colour and the other in green colour represent two minority ethnic groups Tamils and Muslims.
- The four Bo leaves at the four corners of the flag represent four Brahama Viharanas, namely Meththa (loving), Karuna (Kindness), Muditha (de lightness) and Upeksha (indifference)
- We should always respect the national flag

(15 minutes)

Assessment and Evaluation:

- Explains what is reflected by different colours and Symbols of the national flag.
- Respects the national flag as a symbol that confirms national identity.
- Tends to draw the national flag correctly using correct colours.
- Explains the national flag to others.
- Involves in group activities cooperatively.

Follow up work

1. Paste a picture of the national flag in your note book.
2. State what is represented by its different colours and symbols.

Annexe 7.3.2.1

- “The national flag hoisted at te Independence festival on 04th February 1948 was not the present national flag.
- “A special Committee was appointed to compose a national flag for Sri Lanka”.
- Present national flag

Annexe 7.3.2.2

Activity Sheet

Introduction

- Distribute the Activity Sheet among groups.
- Distribute Annexe 7.3.2.3 also among groups
- Give instructions to pupils to read Annexe 7.3.2.3 - Information Sheet and answer the questions given in this Activity Sheet.

Questions

1. Fil in the blanks
 - i. The Chairman of the Special Committee apointed to compose the national flag was
 - ii. was the secretary of that Committee.
 - iii. One of the two artists who composed the National flag was
 - iv. The new national flag was hoisted for the first time at the Independence festival held in year
2. Some information are given about the national flag in the coloums ‘A’ and ‘B’ given below. Draw lines correctly to connect them.

A	B
- Green colour	Four Braham viharana
- Pink colour	Braveness
- Four Bo leaves	Collectiveness
- The lion having a Sward in the hand	Tamils Muslims

3. Name the members of the committee appointed on composing the national flag

Annexe 7.3.2.3

In the national flag hoisted at the first Independence festival of Sri Lanka there was the picture of a lion taking a sword in hand in its middle and four bobbins at its four corners. There was a need to compose a new national flag after getting independence. Therefore the government at that time appointed a Committee for this purpose. Its members were as follows:

Hon. S.W.R.D. Bandaranayake (Chairman)

Professor Senarath Paranavithana

Sir John Kotalawala

Hon. J.R. Jayawardane

Hon. Mr. T.B. Jaya

Sir Lalith Rajapakse

Sir G.G. Ponnambalam

The artists who composed the new national flag were

Mr. J.D.A. Perera (Head of the Hay wood) and

Mr. S.P. Charles

The colours and the symbols in the national flag represent the following

Red and yellow colours in the background - Collectiveness

Pink colour - Tamils

Green colour - Muslims

Lion taking a sword in hand - braveness

Four Bo leaves - Four Brahma Viharana
Mettha (loving)
Karuna (Kindness)
Muditha (de lightness)
Upeksha (indifference)

Activity 7.3.3

Competency Level : Uses the symbols representing national identity correctly and respects them.

Activity 7.3.3 : “Let us recite the national anthem correctly”

Time : 40 minutes

Quality Inputs :

- Annexe 7.3.3.1
- National anthem recorded audio cassette
- Music teacher
- A scout
- National flag and the flag rope

Teaching-learning Process :

Step 7.3.3.1 :

- Display the picture given in annexe 7.3.3.1.
- Discuss that when the national flag is hoisted and when the national anthem is recited all should keep stand at the attention posture and respect them.
- National anthem resembles national identity and national dignity.

(15 minutes)

Step 7.3.3.2 :

- Take all the pupils in the class to the place where the national flag is hoisted in the school.
- Take the national flag and also the flag rope.
- Get down the Music teacher with instruments.
- Get a Scout to hoist the flag correctly.
- Get all the pupils in the class stand in a line in front of the flag post.
- Get the Scout to hoist the flag.
- After hoisting the flag get pupils to recite the national anthem along with the Music teacher playing instruments.

(15 minutes)

Step 7.3.3.3 :

- Make a review highlighting the following:

- When hoisting the national flag and reciting the national anthem, we should keep stand in attention posture paying respect to them.
- In hoisting the national flag only Magulbera (festival drum) and the sound of conch can be played.
- National anthem should be recited after hoisting the national flag.
- National anthem should be recited correctly in the correct tune.

(30 minutes)

Assessment and Evaluation:

- Names the composer of the national anthem.
- Values the national anthem considering it as a symbol representing the national identity.
- Practises to be in correct posture when hoisting the national flag and reciting the national anthem.
- Recites the national anthem correctly.
- Involves in group work.

Follow up work

1. Write down the national anthem correctly.
2. Write the meaning of the national anthem in a paragraph.
3. Name the composer of the national anthem.

Annex 7.3.3.1



Activity 7.3.4

Competency Level : Values the qualities of a good citizen.

Activity 7.3.4 : “Let us be good citizens”

Time : 40 minutes

Quality Inputs :

- Annexe 7.3.4.1 - Case Study
- Annexe 7.3.4.2 - Activity Sheet
- Demy papers, felt pens and the text book

Teaching-learning Process :

Step 7.3.4.1 :

- Present te case study given in Annexe 7.3.4.1.
- Conduct a discussion highlighting the following:

- When morals get developed among people there will be a good society.
- We should live cooperatively with others.
- Friendliness, kindness, affection are the qualities that a good citizen should possess.
- We should practise to respect others’ views.
- To be abiding justice, reasonableness, performance of responsibilities are the qualities needed for a good society.

(10 minutes)

Step 7.3.4.2 :

- Divide the class into few small groups appropriately.
- Distribute copies of the Activity Sheet given in Annexe 7.3.4.2 among groups.
- Give necessary instructions to do the activity.
- Get pupils to make use of the text book too in doing the activity.

(15 minutes)

Step 7.3.4.3 :

- Get each group to present the report.
- Discuss the presentations in the class.
- Make a review highlighting the following:

- Performance of responsibilities, to be law abiding, justice are qualities needed to have a good society.
- We should tolerate others’ views, should be impartial and disciplined.
- Citizens should possess morals to have a good society.
- They should practise democratic way of life.
- Moral development brings about development of social skills.
- Moral development helps to have a balanced emotional development.

(15 minutes)

Assessment and Evaluation:

- Writers down qualities of a good citizen.
- Accepts that when people have morals the society gets pleasant.
- Tabulates good qualities of a good citizen.
- Practises morals needed to build up a good life pattern in the society.
- Behaves with morals at relevant situations.

Follow up work

Tabulate the morals that a good citizen should possess and the importance of having those morals.

Annexe 7.3.4.1**Case Study**

Wanamali who is in grade 7 in the Sapumalgama Junior School is a resident of that village. She walks to the school from her home and takes small children in the neighbouring house too with her in happy. Wanamali while walking to school tells stories and poems to those young children.

She attends school before starting it, cleans the classroom and the compound assists religious practices in the Buddhist shrine.

One day while Wanamali was going home after school saw an old lady crossing the road taking a walking stick. Wanamali kept the small children who were going with her by the side of the road safely and helped the old lady to cross the road. People who saw this scene were very happy about Wanamali and talked in praise of her.

Annex 7.3.4.2**Activity Sheet**

Answer the following questions.

1. List out the morals that you should practise as a good citizen.
2. State the benefits that the society would gain when its citizens live with morals.
3. State the importance of possessing morals as citizens of a society.

Annexe 7.3.4.3

- Collect information relevant to the following topics:
 1. Composition of population in Sri Lanka.
 2. Factors that influenced Sri Lanka to have different ethnic groups.
 3. Leaders who contributed in gaining independence to Sri Lanka and their services.
 4. Situations where different ethnic groups get together.
 5. Evidences to show contribution of different ethnic groups in the development of Sri Lanka.

Activity 7.3.5

Competency Level : Uses the symbols of national identity correctly and respects them.

Activity 7.3.5 : “Let us protect the national identity and the national unity.”

Time : 40 minutes

Quality Inputs :

- Annexe 7.3.451 - Information Sheet
- Annexe 7.3.5.2 - Picture
- Annexe 7.3.5.3 - Activity Sheet
- Demy papers and felt pens

Teaching-learning Process :

Step 7.3.5.1 :

- Inform pupils to collect and bring information given in Annexe 7.3.5.1 about one week prior to the lesson.
- Display the picture given in annexe 7.3.5.2 in the class.
- Question pupils about the communities reflected in the picture.
- Carryout a discussion highlighting the following:
 - Population in any country consists of different communities.
 - There are Several Communities in Sri Lanka too.
 - Each community has its own language, religion, beliefs and faiths.
 - Any community likes to protect its identity.
 - All the communities in Sri Lanka belong to the Sri Lanka nationality.

(10 minutes)

Step 7.3.5.2 :

- Divide the class into groups appropriately.
- Give a topic to each group.
- Get groups to exchange information and collect information relevant to each groups.
- Distribute the Activity Sheet given in Annexe 7.3.5.2 among the groups.
- Get pupils to do the activity in groups.

(15 minutes)

Step 7.3.5.3 :

- Get each group to present the information that they have collected.
- Get each presentation discussed in the class.
- Make a review highlighting the following:

- | |
|---|
| <ul style="list-style-type: none">● Geographical situation of Sri Lanka has influenced different communities to come to the country.● Each Community contributes the economic, social and cultural development of the country.● People can rise as a nation if all the communities get united.● National unity helps national development. |
|---|

(15 minutes)

Assessment and Evaluation:

- States that a nation consists of different communities.
- Accepts that the national development could be achieved through national unity.
- Prepares a list of names of different people belonging to different communities who contributed for the national development.
- Contributes in building up the national unity.
- Works cooperatively in groups.

Annexe 7.3.5.1

Collect information relevant to the following topics.

1. Communities in Sri Lanka.
2. Factors that have affected for the constitution of multi communities in Sri Lanka.
3. Leaders who worked to win the independence of Sri Lanka.
4. Situations at which different communities unite at present eg. Cultural festivals.
5. Evidences to show different communities contributing in the development of Sri Lanka.

Annexe 7.3.5.2

Annexe 7.3.5.3

Activity Sheet

Group 1

- Illustrate the composition of the Sri Lankan population in the form of a circular graph.

Group 2

- Write down the leaders who contributed for winning independence to Sri Lanka and their services.

Group 3

- Prepare a list of situations where different communities of Sri Lanka work together

Group 4

- Present evidence to show that different ethnic groups contributing in the development of Sri Lanka.

**Assessment
and
Evaluation**

Introduction

Assessment and evaluation is a programme with interpersonal relationships that could be easily implemented in the classroom itself in order to confirm the attainment of learning results by pupils expected through the teaching learning process and to recognize the competency levels that the pupils have achieved. If the Assessment is done appropriately, it is not difficult for the pupils to gain an expertise at least close to the relevant competency. On the other hand what is expected from evaluation is to recognize the competency levels that the pupils have achieved.

Teachers who are involved in the assessment can provide two types of guidance commonly known as 'feed back' and 'feed forward'. It is the function of the teacher to provide feed back to pupils when their weaknesses and inabilities are discovered, and to provide feed forward to pupils when their abilities and strengths are discovered in order to promote those abilities and strengths.

For the success of the teaching-learning process it is necessary for pupils to recognize the competencies they have gained out of those competencies expected from the course. In an evaluation system it is the aim of the teachers to judge, the competency levels that the pupils have achieved in the lines of levels of pupils' success. The teachers also should communicate the pupils' progress to the pupils, parents and other relevant parties.

The curriculum presented to you constitutes a student centred, competency based and activity oriented exposition. Learning through action to make the life meaningful is the substance of the 'Transformation Role' of the teacher.

In the curriculum implemented through a series of pre developed activities, it is attempted to integrate teaching and learning with assessment and evaluation. It is possible for the teacher to assess pupils when they get involved in exploration in groups at the second step of each activity and to evaluate them at the third step when they present and elaborate their findings. It is expected from the teacher to move with pupils when get involved in exploration, observing their activities and facilitating and guiding them to solve their problems in the classroom.

Five common criteria have been suggested to make assessment and evaluation easy. Out of these criteria, the first three have been formulated based on knowledge, skills and attitudes accumulated to build up each competency.

The last two criteria will help pupils to expertise two abilities important for the life. The teacher should attempt to recognize the five behavioural changes of pupils related to these criteria when they get involved in activities in the classroom, and also to strengthen those behaviours at the assessment and to quantify them at the evaluation.

Teaching-learning process can be made more effective by improving the evaluation procedure. For that the teacher has the chance to generate few situations for evaluation in the lines of **Activity Continuum**. Evaluation procedure could be made meaningful by separating the Activity Continuum into few **Activity Clusters**, so that recognition of **Evaluation Points** would be made easy. At the beginning of each Activity Cluster, it is necessary to introduce **Evaluation Instruments** that are going to be applied for each activity. In selecting Evaluation Varieties, it is necessary to select awakening activities that would motivate children's learning. A list of activities relevant to this is given below.

- Concept Maps
- Wall News Papers
- Quizzes
- Question and Answer books
- Student Portfolios
- Exhibitions
- Debates
- Panel Discussions
- Seminars
- Impromptu Speeches
- Role Plays
- Presentation of Literature Reviews
- Field Books/ Nature Diaries
- Practical Tests

Part 3 of the course has been planned to introduce a suggested Evaluation Point and the Evaluation Instrument selected for that. When the evaluation is done in two ways within activities and in between activities, the teaching-learning process will get more strengthened and the pupils will get motivation to learn with pleasure and awakening.

Assessment and Evaluation

1. Self assessment could be planned based on competencies relevant to the lesson. A comparative assessment could be done considering the views and attitudes presented by pupils before starting the lesson and the views and attitudes presented by pupils at the end of the lesson or at the end of the term. It is expected that the pupils will understand their strengths and weaknesses through this self evaluation. Criteria for assessment and evaluation could be identified by the teacher taking into consideration the human and physical resources available in the school.

2. Peer Evaluation

After assigning an activity to a group and allowing pupils to work to achieve objectives, evaluation could be done based on criteria like contribution, organization, inter-personal relationships and planning. It is important to supply reinforcement at the end of the activities by different means such as evaluation, giving prizes, etc.

3. Maintaining Portfolios

- Giving instructions to pupils on maintaining portfolios at the beginning of a term.
- Checking and supplying reinforcement at the middle of the term.
- Criteria given below may be used in the final evaluation.
- following instructions
- organization
- creativity
- reflection of understanding the relevant concepts and competencies

4. Project Evaluation

- Implementing a small project at the end of a term, either individually or by a group.
- Criteria for evaluation may be decided by the teacher.

5. Formal Evaluation

Knowledge on basic concepts relevant to the subject 'Life competencies and Civic Education' should be tested through questioning. The questions should be set to test the knowledge, attitudes, skills and practices of the pupils. This can be done at the end of a lesson or at the end of a term.

Assessment and Evaluation (Civic Education)

Assessment and Evaluation should be done as explained below.

The organization of the school Based Assessment should be done by subject teachers following The Scheme of School Based Assessment prepared by the National Institute of Education.

Mid year Tests and the Year End Tests are held at the school level, Divisional level and Provincial level.

About 50% of the periods allocated for each Unit may be used for practical activities concerned with school based assessment

**Instruments for Extended
Learnomg**

Instruments for Extended Learning

Grade 7

1.0 Evaluation Stage - Term 01

Instrument 01

2.0 Competency levels covered

Part I

- 1.1 Develops self dignity by confirming identity.
- 1.2 Makes use of beneficial forces properly for the wellbeing of the life.
- 1.3 Directs life towards a correct aim.

- 2.1 Involves in sports and hobbies.
- 2.2 Develops a balanced personality involving in aesthetic activities.

- 3.1 Makes use of morals for a satisfactory life.

- 4.1 Acts with creative thinking in facing challenges and situations in life.

- 5.1 Maintains good inter personal relationships for a satisfactory life.

Part II

- Practises to live in coexistence having good inter relationships with family members and neighbours.
- Values one's culture and respects other cultures.
- Uses symbols resembling national identity correctly and respects them.

3.0 Subject content covered

- Confirming self dignity.
- Making use of beneficial forces for a satisfactorily life deviating from harmful forces.
- Developing life aims correctly.
- Involving in sports and aesthetic activities.
- Working with creative thinking in facing challenges and situations in life.
- Maintaining good inter personal relationships.
- Working in co-existence.
- Respecting one's own culture and other cultures.
- Building up national identity.

4.0 Subject content covered

Life Competencies - Concert

5.0 Objectives

- Developing self dignity by involving in aesthetic activities to spend the leisure meaningfully.
- Acting with creative thinking in life situations.
- Developing good interpersonal relationships by behaving with morals.
- Respecting national identity.

6.0 Instructions for implementing the Instrument

- Prepare for the Life Competencies concert from the beginning of the term.
- Plan different items for the concert
 - * dramas
 - * viridu
 - * dialogues
 - * songs
 - * debates
 - * recitation of poems
 - * dancing
 - * art exhibition
 - * oratorical contest
- Such items should be based on the themes of the subject content. Life competencies and Civic Education - relevant to grade 7 and should be planned so that pupil competencies could be developed.
- It should be organised with the cooperation of the school principal, the staff, parents and past pupils.
- All the pupils in grade 7 should be given a part in these items.
- When extra time is needed in organising and training principal's permission has to be taken.
- Fix a convenient date for the concert. Last day of the first term may be better.
- It is important to donate certificates and presents to those pupils who participate in the concert.

Themes for the concert

- Accepting beneficial social forces and rejecting harmful forces.
- Development of correct life aims.
- Spending life with morals.
- Working with creative thinking in facing challenges and situations in life.
- Developing good interpersonal relationships.
- Living in co-existence.
- Respecting one's own culture as well as other cultures.
- Developing national identity.

Preparing Concert items

- Items should be prepared with the participation of pupils.
- Items can be developed with the assistance of teachers and special instructors.

Method of Evaluation

Name of the pupil	Presentaton	Creativity	Cooperation with others	Organization	O b e y i n g instructions	Other

- Very good - A
- Good - B
- Average - C
- Should improve - D

Instrument for Extended Learning - 2

1.0 Evaluation Stage - Term 02

2.0 Competency levels covered

- Examines interrelationships prevailing in the society.
- Performs duties and responsibilities connected with rights..

3.0 Subject content covered

- Inter relationships prevailing in the society.
- Our duties and responsibilities relevant to the society.

4.0 Nature of the Instrument

- Free Labour Donation (Sramadana) programme

5.0 Objectives of the Instrument

- Maintaining inter relationships by helping others.
- Developing dignity of labour..

6.0 Instructions for implementing the Instrument

General Instructions

- Inform pupils that there will be a Sramadana programme in the first week of the second term.
- Get the cooperation of the school principal and teachers in organising the programme.
- Direct pupils towards relevant targets through the activity.
- Give feedback when necessary.
- Get the participation of all the pupils.
- Plan the site and the activities to be done precisely.
- Be careful about the security of pupils.
- Plan the programme properly so that the dignity and honour is safeguarded from the beginning to the end.

Instructions to the teacher

- Select a suitable site for the Sramadana in the school, or in the village or in a religious place nearby. Decide the activities that can be done with the participation of pupils to suit the age level of pupils.
- Decide the date.
- Explain the pupils about the programme, its objectives and the importance of involving in such activity.
- Get ready with materials needed (The support of the teacher teaching Agriculture may be useful)

- On the day of implementing ‘Sramadana’ go to the place with pupils. Group pupils appropriately and assign work to each group.
- Give materials needed.
- Be careful about the security of the pupils.
- At the end of the ‘Sramadana’ deliver a short lecture valuing the importance of the work done.

Instructions to pupils

- Complete the work assigned to you with an interest and dedication following the instructions of the teacher.

Evaluation

Name of the pupil	Works cooperatively	Completes the work assigned satisfactorily	Completes work in time	Follows instructions	Shares resources

Very good	-	A
Good	-	B
Average	-	C
Should improve	-	D

Instrument for Extended Learning - 3

1.0 Evaluation Stage - Term 03

2.0 Competency levels covered

- Examines interrelationships prevailing in the society.
- Performs duties and responsibilities connected with rights..

3.0 Subject content covered

- Inter relationships prevailing in the society.
- Our duties and responsibilities relevant to the society.

4.0 Nature of the Instrument

- Studying about voluntary organisations in the area and preparing a report.
- Getting a knowledge about how those organisations help the wellbeing of the society.
- Understanding the rights and duties of the members of those voluntary organisations relevant to them.

6.0 Instruction for implementing the Instrument

- Name few voluntary organisations implementing in the area.
- Make a brief introduction about them.
- Direct pupils to select any two voluntary organisations according to their preference out of those organisations prevailing in the area.
- Give instructions to pupils to meet the office bearers of those two selected organisations and collect the following information about those organisations by talking to them.
 - Name of the organisation
 - Origin
 - Objectives
 - Number of members
 - Services done
- Give instructions to pupils to prepare two reports about the two organisations with the help of the information collected.

Instructions to pupils

- Inquire about the voluntary organisations in your area.
- Select any two of them.
- Meet an office bearer in each of those organisations and talk to him and collect information about those organisations as instructed by your teacher and prepare two reports.

7.0 Evaluation Criteria

- Correctness of information
- Relevance of information
- Sufficiency of information
- Total finish
- Interest taken to collect information

Very good	-	A
Good	-	B
Average	-	C
Should improve	-	D