



# CIVIC EDUCATION

## GRADE 8

### Teachers' Guide

(Implemented from 2017)



Department of Social Sciences  
National Institute of Education  
Maharagama  
Sri Lanka  
[www.nie.lk](http://www.nie.lk)

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First Print

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## *Message from the Director General .....*

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara  
Director General  
National Institute of Education  
Maharagama

## **Message from Ven. Deputy Director General .....**

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the adhere of education. That is how the curriculum, syllabi, teachers' guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self-directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning-teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning-teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Ven. Dr. Mabulgoda Sumanarathana Thero  
Deputy Director General  
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## **Instructions in using the Teacher's Guide**

It is necessary to achieve the learning outcomes presented here under each competency and competency level while using this grade eight Teachers' Guide. The subject matter to be covered is presented with necessary examples. It is also necessary to consider parallel subject matter and activities presented in students' text. The quality input given here are only examples and you have the freedom to alter them as needed.

It is important for the teacher to create opportunities for the students to study (learn) the subject meaningfully. we kindly request the teacher to cover at least 50% of the subject through practical activities. We also request you to send us constructive suggestions if you have any.

Project Team

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# Civic Education

Syllabus

Grade 8

(To be implemented from 2017)

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## Introduction

The principal aim of introducing Civic Education to the school system is to achieve **sustainable peace** in Sri Lanka. It is the wish of everyone who values peace to see we all live in harmony as one nation rather than being divided into different ethnic groups- Sinhala, Tamil, Muslim, Burgher and Malay or different religious groups - Buddhists, Hindus, Islam, Catholics or Cristians. Under the theme “ from self (own) family to universal family”, Civic Education is taught from grade six to grade eleven under twelve major objectives and twenty major subject competencies to achieve **sustainable peace**.

Civic Education is a compulsory subject from grade six to grade nine. It is a category one subject in grades ten and eleven. Here is the Civic Education syllabus for grade nine.

It is expected to develop competencies in this grade under six major topics such as Social Security, Contemporary Changes, Democratic Governance, Local Government Institutions, Conflict Resolution and World of Work. Children have been developing civic knowledge, civic attitudes, and civic skills through different topics since grade six. In taking them further to make good citizens who would fit into the local and global society, we emphasise the fact that the competencies, competency levels, subject content and learning outcomes relevant to grade nine are very important.

We would like to say that on the road to achieving **sustainable peace** through unity, coexistence and reconciliation, the social role Civic Education has to play is enormous. To achieve this, we expect your attention, cooperation and commitment.

## National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

## **Basic Competencies**

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

### **(i) Competencies in Communication**

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

8.

### **(ii) Competencies relating to personality Development**

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

### **(iii) Competencies relating to the Environment**

These competencies relate to the environment: social, biological and physical.

Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuel, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion.

Included here are skills in using tools and technologies for learning, working and living.

**(iv) Competencies relating to preparation for the World of Work**

Employment related skills to maximize their potential and to enhance their capacity  
to contribute to economic development.  
to discover their vocational interests and aptitudes,  
to choose a job that suits their abilities, and  
to engage in a rewarding and sustainable livelihood.

**(v) Competencies relating to Religion and Ethics**

ix: Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

**(vi) Competencies in Play and the Use of Leisure**

Pleasure, Joy, Emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

**(vii) Competencies relating to ‘ learning to learn ’**

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Extracted from : National Education Commission report, 2003)

## **Aims of the Subject**

### **Civic Education Grades 6-11**

1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potential.
2. Development of competencies necessary to exist in society endowed with a good personality.
3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.
4. Development of the strength necessary to face unexpected and confusing situations in a constantly changing world.
5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.
6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.
7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.
8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.
9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.
10. Building up of a society that mutually values responsibilities and duties.
11. Ensuring sustainable peace for Sri Lanka
12. Contribution to the lasting development for Sri Lanka through building up of a sustainable pattern of life

## Relationship between National Goals and the objectives of the Subject

Objectives of the Subject	National Goals							
	i	ii	iii	iv	v	vi	vii	viii
1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potential.		√						
2. Development of competencies necessary to exist in society endowed with a good personality.					√			
3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.								√
4. Development of the strength necessary to face unexpected and confusing situations in a constantly changing world.							√	
5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.	√							
6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.			√					
7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.							√	
8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.								√
9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.						√		
10. Building up of a society that mutually values responsibilities and duties.					√			
11. Ensuring sustainable peace for Sri Lanka	√							
12. Contribution to the lasting development for Sri Lanka through building up of a sustainable pattern of life				√				

### Proposed term plan to divide the Grade 8 Syllabus of Civic Education

School Term	Competency	Competency Levels	No. of Periods	No. of Competency Levels
Term 1	8.1	8.1.1, 8.1.2, 8.1.3, 8.1.4,	10	04
	8.2	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5,	10	05
Term 2	8.3	8.3.1, 8.3.2, 8.3.3	10	03
	8.4	8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6	10	06
Term 3	8.5	8.5.1, 8.5.2,	06	02
	8.6	8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.6.5, 8.6.6, 8.6.7, 8.6.8, 8.6.9, 8.6.10	14	10



Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.1.3 Investigates the duties and responsibilities connected to the institutions that provide public services</p>	<ul style="list-style-type: none"> <li>- Institutions that provide health services</li> <li>- Institutions that provide educational services</li> <li>- Institutions that provide transportation</li> <li>- Institutions that provide electricity</li> <li>- Institutions related to telecommunication</li> <li>• Other public services provided by the government               <ul style="list-style-type: none"> <li>- Environmental conservation</li> <li>- Social conservation</li> <li>- Various welfare services</li> </ul> </li> <li>• Other organizations that provide public services in the area and the services provided               <ul style="list-style-type: none"> <li>Examples - Cooperatives</li> <li>- How public services bring about a quality development of human life</li> </ul> </li> <li>• Duties and responsibilities of the institutions that provide public services</li> <li>• Importance of working with a sense of humanity as the public services fulfil the public needs</li> <li>• Water supply               <ul style="list-style-type: none"> <li>- Provide pure water, proper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the duties and responsibilities of public service institutions.</li> <li>• Expresses views accepting the fact that fulfillment of duties and responsibilities of the public services institutions bring about the welfare of human beings.</li> </ul>	<p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
		<p>distribution and maintainance at due times</p> <ul style="list-style-type: none"> <li>• Health services               <ul style="list-style-type: none"> <li>- Providing services properly at ny time as needed</li> <li>- Prevention of infectious diseases</li> </ul> </li> <li>• Educational services               <ul style="list-style-type: none"> <li>- Providing education that can produce good citizens ( for the benefit of the society)</li> <li>- Safeguarding quality</li> <li>- Providing the required facilities</li> </ul> </li> <li>• Transportation               <ul style="list-style-type: none"> <li>- Confirming the security of passengers</li> <li>- Providing efficient service</li> <li>- Providing the service politely and loyally</li> </ul> </li> <li>• Electricity               <ul style="list-style-type: none"> <li>- Providing electricity continuously to the costumers</li> </ul> </li> <li>• Telecommunication               <ul style="list-style-type: none"> <li>- Providing the services in a reliable manner systematically and efficiently</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of providing effcient service of the officers of public services identifying the need.</li> </ul>	

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	8.1.4 Works with awareness of duties and responsibilities related to making use of public service.	<ul style="list-style-type: none"> <li>• Duties and responsibilities of people utilizing the public services</li> <li>- Utilizing the services frugally</li> <li>- Paying taxes for the services honestly</li> <li>- Developing positive attitudes towards the public services</li> <li>- Safeguarding the tools/ instruments and properties related to the services.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of the citizens fulfilling duties and responsibilities related to use of public services.</li> <li>• Expresses ideas accepting the fact that fulfilling duties and responsibilities related to public services help to provide an efficient service.</li> </ul>	03

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p><b>Democratic Society</b> 8.2 Works as a good citizen in a democratic society.</p>	<p>8.2.1 Adapts to the democratic features can be seen in the family and in school.</p> <p>8.2.2. Works work understand the child rights and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Democratic features that can be seen in the family and school</li> <li>- Taking correct decisions through discussions</li> <li>- Tolerating others views</li> <li>- Agreeing to check and agree with the preference of the majority</li> <li>- Respecting leadership</li> <li>- Working cooperatively</li> </ul> <ul style="list-style-type: none"> <li>• Introducing of child rights</li> <li>• Rights of a child</li> <li>• Duties bound with rights</li> <li>• Institutions that work for safeguarding child rights</li> </ul>	<ul style="list-style-type: none"> <li>• Names the democratic features functioning in a family unit.</li> <li>• Explains the democratic features in a family unit help in the betterment of the family.</li> <li>• Express views appreciating the importance of developing qualities related to a democratic way of life as a member of a family unit.</li> <li>• Identifies the democratic features functioning in school society and describes them.</li> <li>• Explains the importance of working in the school society adopting the democratic values.</li> </ul> <ul style="list-style-type: none"> <li>• Explains child rights.</li> <li>• Explains the importance of enjoying child rights correctly.</li> <li>• Expresses views accepting that enjoying child rights bring about the child development.</li> <li>• Explains the importance of fulfilling the duties related to child rights.</li> <li>• Expresses views appreciating the functions of institutions that work to protect child rights.</li> </ul>	<p>01</p> <p>03</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.2.3 Controls the emotions in a such a way that it confirmsthe continuity of a democratic society.</p>	<ul style="list-style-type: none"> <li>• Different types of emotions</li> <li>• Behaviour patterns differing according to the emotions</li> <li>• Importance of controlling emotions positively</li> </ul>	<ul style="list-style-type: none"> <li>• Describes giving examples the nature of various kinds of emotions occurring in a person.</li> <li>• Expalins how the emotions impact on personal behaviour in varying ways.</li> <li>• Accepts the view that the positively control of emotions as a democratic citizen bring about the betterment of the person as well as the society.</li> </ul>	<p>02</p>
	<p>8.2.4 Identifies the need for leadership, and develops leadership qualities.</p>	<ul style="list-style-type: none"> <li>• Introduction of leadership</li> <li>• Need for leadership</li> <li>• Qualities of leadership</li> <li>• Leadership and followers</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the term leadership briefly.</li> <li>• Explains the need of good moral leadership for the wellbeing of society.</li> <li>• Names the democratic leadership qualities that should be in the leadership.</li> <li>• Expresses views accepting the importance of developing democratic leadership qualities.</li> <li>• Presents qualities to be developed as a follower for the wellbeing of the society.</li> </ul>	<p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.2.5 Develops qualities that are required for a democratic life.</p>	<ul style="list-style-type: none"> <li>• Identifying the qualities that are needed for a democratic life</li> <li>• The manner in which the democratic way of life brings about the betterment of the society               <ul style="list-style-type: none"> <li>- Development of friendliness in the human society</li> <li>- Create a society free of conflicts.</li> <li>- Developing moral and law abiding citizen</li> <li>- Create a peaceful society</li> <li>- Safeguarding rights of everyone</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the qualities that are needed for a democratic life.</li> <li>• Expresses views accepting that the democratic life style brings about the wellbeing of society.</li> </ul>	<p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p>8.3 <b>Multicultural Society.</b> Lives as a peaceful good citizen in a multicultural society.</p>	<p>8.3.1 Analyses the features of a multicultural society.</p>	<ul style="list-style-type: none"> <li>• Introduction of a multicultural society</li> <li>• Features of a multicultural society               <ul style="list-style-type: none"> <li>- Different ethnic groups</li> <li>- Different religions</li> <li>- Different languages</li> <li>- Different customs</li> <li>- Different cultural heritages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defines the term multicultural society.</li> <li>• Explains the basic features of a multicultural society.</li> </ul>	<p>03</p>
	<p>8.3.2 Works peacefully and cooperatively within the cultural diversity.</p>	<ul style="list-style-type: none"> <li>• Cultural diversity in Sri Lanka               <ul style="list-style-type: none"> <li>- Languages</li> <li>- Religions</li> <li>- Customs and traditions</li> <li>- Cultural heritage</li> </ul> </li> <li>• Different cultural traditions, customs and festivals</li> <li>• Customs and traditions related to different ethnic groups</li> <li>• Before birth after death</li> <li>• Customs, traditions that are related to various religions and their importance</li> <li>Example - Buddhist (Vesak, Poson) Hindu ( Thai pongal, Dipavali) Islam (Ramasan, Hajji) Christian (Christmas, Good Friday)</li> <li>• Confirmation of the identify of each culture</li> </ul>	<ul style="list-style-type: none"> <li>• Explains with examples that Sri Lanka as a multicultural society.</li> <li>• Presents details of cultural features of different cultures in the Sri Lankan society.</li> <li>• Expresses views appreciating the importance of living cooperatively as a member of a multicultural society.</li> <li>• Present information about the multicultural features of other countries.</li> </ul>	<p>03</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.3.3 Contributes to the building of national cohesion and sustainable peace safeguarding one's own cultural identity</p>	<ul style="list-style-type: none"> <li>• Working peacefully and cooperatively in the diversity</li> <li>• Cultural diversity in other countries Examples - India, USA</li> <li>• Confirmation of peace among different ethnic groups and minimization of conflict due to mutual understanding</li> <li>• Working together to develop the country within cultural diversity</li> <li>• Measures to be taken to integrate culture</li> <li>• Contributing to the development of the country engaging in productive economic activities</li> <li>• Fulfilling duties and responsibilities while respecting the cultural diversity</li> <li>• Building up sustainable peace in a multicultural society</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses views accepting the importance of mutual understanding for the wellbeing of a peaceful society.</li> <li>• Explains the measures that can be taken for cultural integration in a multicultural society.</li> <li>• Explains the importance of living with respecting other cultural identity.</li> <li>• Appreciates the importance of building sustainable peace in a multicultural society.</li> <li>• Explains how sustainable peace brings about the national development.</li> </ul>	04

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p><b>Contemporary Problems</b> 8.4 Works actively for the continued security of the society</p>	<p>8.4.1 Identifies accidents and disasters and contributes to minimize them.</p>	<ul style="list-style-type: none"> <li>• Identifying the accidents and disasters</li> <li>• Natural disasters and disasters caused by human activities</li> <li>• Measures taken to minimize the damages caused by disasters /accidents</li> <li>• Measures to be taken to avoid accidents</li> <li>• Being aware of the relevant institutions and following the instructions given by them                             <ul style="list-style-type: none"> <li>- Disaster management centre</li> <li>- Hospital/ Police/ Met Department</li> <li>- Other institutions/local government institutions and Fire Brigade units related to other organizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Names disasters and accidents</li> <li>• Explains the causes for disasters and accidents.</li> <li>• Suggests measures to minimize the damages caused by accidents and disasters..</li> <li>• Shows the measures to be taken to avoid accidents with examples .</li> <li>• Names the institutions that support can get from for disasters and accidents.</li> <li>• Explains the importance of following instructions given by the institutions that provide support in disasters and accidents.</li> </ul>	<p>02</p>
	<p>8.4.2 Works intelligently in disaster situations.</p>	<ul style="list-style-type: none"> <li>• Acting consciously according to different situations of disasters and accidents</li> <li>• Not riskily entering the premises when accidents occurred</li> <li>• Helping the victims and First aid givers</li> <li>• Informing the relevant institutions of the disasters</li> <li>• Not being hypersensitivity</li> <li>• Acting cautiously and patiently</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of working to protect self as well as others at disasters,</li> <li>• Emphasises the need for acting according to the situations in disasters.</li> </ul>	



Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.4.5 Contributes to minimize dangers caused by chemicals.</p>	<ul style="list-style-type: none"> <li>• Uses of chemicals and the dangers caused .</li> <li>• Measures to be taken at such a situation</li> <li>• Measures to be taken to avoid such a danger and accident</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the accidents that can be caused by the use of chemicals.</li> <li>• Explains the measures to be taken at accident caused by chemicals.</li> <li>• Shows the measures to be taken to avoid accidents caused by chemicals.</li> </ul>	<p>02</p>
	<p>8.4.6 Contributes to development adapting a sustainable life style.</p>	<ul style="list-style-type: none"> <li>• Introduction of a sustainable consumption style</li> <li>• Practicing sustainable consumption style</li> <li>• Health and hygiene</li> <li>• Food and clothing</li> <li>• Fulfillment of transport needs</li> <li>• Utilizing energy</li> <li>• Water and electricity</li> <li>• Spending leisure enjoyably</li> <li>• Planning and building houses</li> </ul>	<ul style="list-style-type: none"> <li>• Explains what is meant by a sustainable life style.</li> <li>• Explains the need of getting used to a sustainable consumption style in fulfilling day to day needs.</li> <li>• Expresses views accepting that the practice of such a consumption style contributes to sustainable development.</li> </ul>	<p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p><b>Problem Solving and Decision Making</b> 8.5 Takes decisions on day-to-day situations and faced with challenging situations.</p>	<p>8.5.1 Investigates problems and challenges faced in day-to-day life.</p> <p>8.5.2 Faces different problems and challenges in life successfully.</p>	<ul style="list-style-type: none"> <li>• Identifying the problems and challenges</li> <li>• Defining problems and challenges simply</li> <li>• Importance of alertness on problems and challenges being faced in day-to-day</li> </ul> <ul style="list-style-type: none"> <li>• Following innovative ways to solve different problems and challenges in the life successfully</li> <li>• The possibility of a solution to any problem or challenge</li> <li>• Ways in which problems and challenges can be used for success in life.               <ul style="list-style-type: none"> <li>- Develop in confidence</li> <li>- Engage in making creative things</li> <li>- Correct in mistakes</li> <li>- Get counselling services as an option.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defines problems and challenges simply.</li> <li>• Explains the importance of working watchfully regarding the problems and challenges faced in day-to-day life.</li> <li>• Expresses views that the ability to face problems in day-to-day life should be developed.</li> </ul> <ul style="list-style-type: none"> <li>• Explains that facing problems is common, relevant to life.</li> <li>• Explains with examples that any challenge or any problem has a solution.</li> <li>• Explains the need of searching for solutions creatively for any challenge or problem for success in life.</li> </ul>	<p>03</p> <p>03</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p><b>World of work</b> 8.6 Gets ready for the world of work</p>	<p>8.6.1 Appreciates the diversity in the world of work</p> <p>8.6.2 Investigates respectability and the value (dignity) of labour</p>	<ul style="list-style-type: none"> <li>• Introduction to the world of work</li> <li>• Different job/employment fields in the world of work               <ul style="list-style-type: none"> <li>- Agriculture field</li> <li>- Industrial field</li> <li>- Technical field</li> <li>- Services</li> <li>- Self employment</li> </ul> </li> <li>• Examples for employment opportunities related to each field</li> </ul> <ul style="list-style-type: none"> <li>• Introduction to dignity of labour</li> <li>• Working with a sense of dignity of labour</li> <li>• The benefits gained by the employer, employee and customer, through dignity of labour</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the diversity of world of the work with examples.</li> <li>• Explains the fact that there are many employment opportunities available in the diversity of world of work</li> </ul> <ul style="list-style-type: none"> <li>• Describes the importance of working with a sense of the dignity of labour.</li> <li>• Presents facts to show that working with a sense of dignity of labour causes job satisfaction.</li> <li>• Explains the benefits gained by working with a sense of dignity of labour.</li> </ul>	<p>02</p> <p>01</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.3 Explores how every occupation leads to social progress</p>	<ul style="list-style-type: none"> <li>• Different needs existing in the society</li> <li>• The fact that all employments contribute to fulfilling the needs of the society</li> <li>• How being engaged in employments according to the capabilities of people contribute to the progress of the society</li> </ul>	<ul style="list-style-type: none"> <li>• Explains that all employments contribute to fulfilling social needs.</li> <li>• Explains accepting the fact that all employments bring about for social development.</li> </ul>	01
	<p>8.6.4 Inquires the importance of Skilled Labour</p>	<ul style="list-style-type: none"> <li>• Classification of labour into physical labour and mental work</li> <li>• Need for training to be an efficient worker</li> <li>• How skilled labour contributes to quality</li> <li>• High demand for skilled workers in Local and Foreign market</li> <li>• Courses providing training eg: Vocational training courses</li> <li>• Institutions providing facilities for vocational courses eg: Government /private institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the need of getting training as a worker relevant to the work field.</li> <li>• Expresses views regarding the opportunities available for getting training.</li> <li>• Explains with examples the fact that productivity of labour depends on training.</li> </ul>	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.5 Internalizes the qualities of a good worker.</p>	<ul style="list-style-type: none"> <li>• Examples for the qualities of a good worker               <ul style="list-style-type: none"> <li>- Punctuality</li> <li>- Dedication</li> <li>- Engaging in the employment with satisfaction</li> <li>- fulfilling duties and responsibilities</li> <li>- Work cooperatively</li> <li>- Being interested in vocational development</li> <li>- Respect for leadership</li> <li>- Respect in the rules, regulations and traditions of the organization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the good qualities of a worker.</li> <li>• Appreciates the practise of good qualities in the work place.</li> </ul>	<p>01</p>
	<p>8.6.6 Investigates expectations of the work place.</p>	<ul style="list-style-type: none"> <li>• Expectations of a work place               <ul style="list-style-type: none"> <li>- Proper maintainance of physical appearance properly</li> <li>- Punctuality in attendace and work</li> <li>- Dedication towards the development of the work place</li> <li>- Efficiency</li> <li>- Providing the maximum service according to the salary received</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the need to be sensitive as a worker to the expectation of the work place.</li> <li>• Explains the fact that the fulfillment of the expectations of a work place is a bounden duty of an employee.</li> </ul>	<p>01</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.7 Investigates Workers' rights and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Rights               <ul style="list-style-type: none"> <li>- Safe, clean and pleasant working environment</li> <li>- Tools relevant for the job</li> <li>- Lunch break</li> <li>- Basic/Initial training</li> <li>- Continuous professional development</li> <li>- Financial remuneration, including sick pay</li> <li>- Union membership</li> </ul> </li>   <li>• Duties               <ul style="list-style-type: none"> <li>- Punctuality, attendance</li> <li>- Personal appearance</li> <li>- conduct</li> <li>- Working hard</li> <li>- Being a team player</li> <li>- Working as required by the service</li> <li>- Respecting the workplace facilities and looking after tools and instruments</li> <li>- working cooperatively for the betterment of the work place</li> <li>- Union membership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• List out workers' rights and duties</li> <li>• Expresses willingness to enjoy worker rights while fulfilling duties and responsibilities</li> </ul>	<p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.8 Appreciates importance of developing personal work attributes.</p>	<ul style="list-style-type: none"> <li>• Personal profiling</li> <li>• Skills / learning styles                             <ul style="list-style-type: none"> <li>- Using traditional methods/ professional techniques</li> <li>- Using technology</li> <li>- Getting specialist experiences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of maintaining personal performance at higher level as a worker.</li> <li>• Discusses the skills of the worker and his/her interests with a career guidance counsellor.</li> </ul>	<p>02</p>
	<p>8.6.9 Analyses different ways to satisfy customers.</p>	<ul style="list-style-type: none"> <li>• Ensuring the trust towards the work place through satisfying the customer</li> <li>• Benefits for customers</li> <li>• Ensuring the satisfaction of customers</li> <li>• Maintaining continuous relationship with the regular customers</li> </ul>	<ul style="list-style-type: none"> <li>• Suggests strategies to satisfy customers.</li> <li>• Explains the importance of getting to know the customers well in keeping contacts with them.</li> </ul>	<p>01</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>8.6.10 Explores how earning im- pacts on life styles.</p>	<ul style="list-style-type: none"> <li>• The benefits of a good income               <ul style="list-style-type: none"> <li>- The consequences of having a low income</li> <li>- Identification of strategies that can be used to raise income through socially friendly means</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Suggests ways and means to improve income.</li> <li>• expresses opinion appreciating and showing the importance of taking intellegent and actions to improve income.</li> <li>• Explains how getting a good income develops living standards.</li> </ul>	<p>01</p>

**Instructions for  
Learning -Teaching Process**

## **8.1 Public Services**

Even in the past, it was a problem to provide services privately that were needed to maintain good standard of living.

It was evident that the government sponsored the public services to fulfill daily needs as well as to provide water for agriculture and to provide health services in the history of Sri Lanka.

The government has interfered to develop the quality of the lives through fulfilling different human needs as they have become more complex at present. Government sector as well as private sector provide public services today. In fact the citizens today are given opportunities to use such public services in their day to day lives.

Direct the students to study this chapter in order to emphasise the importance of using the public services to make a good standard of living fulfilling duties and responsibilities related to make use of public services.

Further let the students to study the subject content in order to understand the duties and responsibilities to be fulfilled by the institutions that provide public services and the officers when providing public services.

**Competency 8.1** : • Uses the public services that are for the betterment of the people effectively.

**Competency Level** : 8.1.1 Identifies public services and investigates the need and importance of the time.

**No. of Periods** : 02

**Learning Outcomes** :

- Identifies the public services.
- Explains the need of public services.
- Investigates information on the beginning and progress of public services.
- Presents views appreciating the importance of public services of the times.
- Explains the common features related to public services.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introducing public services.  
Services generally provided by the government and public sector ( provincial council and voluntary organizations) aiming at quality development of the community is called public services.
- Need for public services.
  - for the fulfilment of daily needs easily and effectively
  - for the fulfilment of needs that cannot be fulfilled personally and easily
  - for the betterment of the living standards of the public
  - for maintaining relations among areas
  - for the confirmation of social security for social development
  - for safeguarding human rights through fulfilling social needs
- Evolution of public services.  
Evidence has been found that the public services have been provided by the government since Anuradhapura period.  
Examples:
  - Establishment and maintenance of hospitals
  - Creation of “Osu Uyan”( medicinal gardens)
  - running health services
  - running educational institutions.

- Timely importance of public services.
  - Complexity of human needs
  - population increase
  - Prominence of common services with the industrial development and technology development
  - Quality development of living standards
  
- Features of public services.
 

Examples:-

  - available to everybody
  - easy access for everybody
  - continue for the betterment of the public
  - intending to develop the quality of the community life
  - special concessions for low income earners
  - no intention of profit making
  - implemented within a legal framework for the protection and existence public services

**Quality Inputs:**

- Photos/video clips of current public services.

**Instructions for Assessment and Evaluation.**

- Group assignments/presentations/group activities.
- Guide the students to study the subject as group assignments, presentations, group activities and assess and evaluate the students on the same criteria.

**Competency Level** ; 8.1.2 Identifies the institutions that provide public services and makes use of them for the betterment of the community life.

**No. of Periods** : 03

**Learning Outcomes** :

- Names the public services provided for the area.
- Describes institutions that provide public services and the functions of the officers.
- Presents information about other public services provided by the government.
- Gives examples for other organizations that provide public services.
- Expresses views that public services bring about a quality development of community life.

**Instructions for lesson planning:**

(Plan the lesson in order to cover the subject content given below.)

- Public services of our area
  - Water supply
  - Electricity
  - Education
  - Communication
  - Post
  - Health
  - Transport
  - Security services
  - Co-operative shop

Give an opportunity for the students to identify the services provided by each of the above mentioned institutions.

Explain giving examples that both state and private sectors provide these services.

- Other services provided by the state sector.
  - Environmental conservation
    - Example: - Start and maintain reforestation projects
    - Create forests reserves
    - Work towards animal protection
    - Stop human activities harmful to the environment
  - Social Welfare
    - Examples: - Samurdhi allowance
    - providing relief
    - running homes for elders

- Various welfare services.
- Public services provided by various organizations in the area

Examples: - Cooperative movement and its services  
 - Supply commodities at reasonable price  
 - Giving loans to the members of cooperative loan society.  
 - Supply services for transport/funeral services/hospitals

- The institutions and officers that supply public services .

Explain the services rendered for the public by the relevant institutions and their officers related to each public service.

- Let the students study about the institutions related to public services and their officers who liase closely with the public.

<b>Public Service</b>	<b>Institutions that supply public services</b>	<b>Officers</b>
Water Supply	National Water Supply and Drainage Board	Engineers/Technical Officers/ Foremen/Meter readers
Health	Hospital	Director, Specialist Doctors, District Health Officers, Health Officers, Nurses, Attendants, Labourers
Education	School	Principal, Deputy Principals, Teachers, Non-academic staff
Electricity	Electricity Board	Engineers, Technical Officers, Foremen, Meter readers
Communication	Telecommunication companies	Telephone operators, Technical officers
Postal	Post Office	Post Masters, Postmen
Security Services	Police	Officer in charge of Police, Sub Inspectors of Police, Sergeants, Constables, Women constables
Transport	Sri Lanka Transport Board	Depot Suprintendant, Technical Officers, Drivers, Conductors,
Cooperative	Cooperative unions	President, Director Board, General Manager, Manager, Salesmen

- Lead a discussion about the officers who liase closely with the public and their services related to cooperative movement. Explain how public services help quality improvement of social life.

**Quality Inputs:**

- Posters/leaflets/pictures/photographs related to the services provided to the area by the state and private sector.
- Resource persons

Provide opportunities for the officers of public services institutions to describe the duties of their institutions.

**Instructions for Assessment and Evaluation:**

Assess the students based on suitable criteria by providing active learning opportunities in order to achieve the expected learning outcomes.

## **Competency Level**

8.1.3 Investigates the duties and responsibilities connected with the institutions that provide public services.

**No. of Periods** : 02

## **Learning Outcomes** :

- Explains the duties and responsibilities of public service institutions.
- Expresses views accepting the fact that fulfillment of duties and responsibilities of the public services institutions bring about the welfare of human beings.
- Explains the importance of providing efficient service of the officers of public services identifying the need.

## **Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Importance of working with a sense of humility as all public services fulfil public needs.
- Providing public services efficiently and effectively is a must.
- Responsibilities and duties of the institutions that provide public services.

<b>Public Services</b>	<b>Institutions that provide services</b>	<b>Responsibilities and duties of the institutions that provide services</b>
Water Supply	eg. National Water Supply and Drainage Board	eg. <ul style="list-style-type: none"> <li>• supplying pure drinking water</li> <li>• uninterrupted water supply</li> <li>• preventing wastage</li> <li>• meeting increasing demand</li> </ul>
Ellectricity	eg. Sri Lanka Electricity Board	eg. <ul style="list-style-type: none"> <li>• uninterrupted supply of electricity</li> <li>• maintainence of electrical wiring system</li> <li>• respond well to requests and complaints made by the consumers</li> <li>• provide proper service</li> </ul>
Health	eg. Hospital	eg. <ul style="list-style-type: none"> <li>• treating patients</li> <li>• preventing infectious and noninfectious diseases</li> <li>• providing proper service at any time</li> <li>• making the public aware</li> </ul>
Education	eg. Schools/Pirivenas/ Higher Education Institutions	eg. <ul style="list-style-type: none"> <li>• providing proper education</li> <li>• developing student competencies</li> <li>• producing suitable citizens to the society</li> <li>• protecting quality</li> <li>• developing creativity</li> <li>• providing necessary facilities</li> <li>• imparting new knowledge</li> </ul>
Transport	eg. Sri Lanka Transport Board, Private bus service, Railway Department	eg. <ul style="list-style-type: none"> <li>• providing timely services</li> <li>• ensuring the safety of passengers</li> <li>• law abiding and polite services</li> <li>• providing services efficiently</li> </ul>
Communication	eg. Post Office, Agency Post Office, Telecommunication Companies.	eg. <ul style="list-style-type: none"> <li>• delivering letters in time</li> <li>• maintain confidentiality</li> <li>• providing services efficiently</li> <li>• making communication easy</li> </ul>

**Quality Inputs:-**

- Newspaper articles/photographs showing the difficulties faced by the people when public services fail.
- Newspaper articles/photographs of situations where the public were satisfied with the services supplied.  
eg:- Reports and photographs of Situations where patients' lives were saved due to the efficiency of the hospital staff/ where common services provided relief in disaster situations.

**Instructions for assessment and evaluation:**

- Use suitable criteria to assess and evaluate whether the relevant subject content has been grasped

**Competency Level** : 8.1.4 Works with awareness of duties and rights and in making use of public service.

**No. of Periods** : 03

**Learning Outcomes** :

- Explains the importance of the citizens fulfilling duties and rights related to use of public services.
- Expresses views on fulfilling duties related to public services help to provide an efficient service.

### **Instructions for planning lessons**

- Plan lessons in order to cover the following subject content. Explain each service with examples.  
Eg. • Rights of the public in using public services.
  - rights of using public services
  - right of protecting public services
  - right of using high quality public services
- Responsibilities and duties of the public in using public services.
  - using services carefully and economically
  - paying for services in time.
  - protecting property related to public services.
  - having positive attitudes in using public services
- Fulfilling public responsibilities and duties increases efficiency.

### **Quality Inputs:**

- Newspaper advertisements/notices requesting fulfilling responsibilities and duties of public services.-
  - Demands made by bills  
(eg. billing date of water bills, electricity bills, telephone bills)
- Newspaper articles that talks about the loss to the institutions as a result of not fulfilling responsibilities and duties related to public services.  
(eg. Loss caused by illegal consumption of electricity).
- Reports about the punishment given to the accused for misusing public services.

### **Instructions for Assessment and Evaluation:**

Use learning/teaching tools like group assignments/exploratiions for facts. Guide the students to study the relevant subject matter. Use the same criteria for assessment and evaluation to check learner efficiency.

## **Specimen Activity 8.1**

**Competency** - 8.1 Uses the public services that are for the betterment of the people effectively

**Competency Level** - 8.1.1 Identifies public services and investigates the need and importance of the times.

**Learning Outcomes** -

- Identifies the public services.
- Explains the need of public services.
- Presents views appreciating the importance of public services of the times.

**Activity** - “Let’s identify the importance of public services.”

**Time** - 40 minutes

### **Quality Inputs**

- Collect some photographs or video clips given below
  - a bus
  - collecting water from a tap
  - patients receiving treatment at a hospital
  - students engaged in learning in the classroom/school.
- Task sheet given in Annex - 1

### **Learning Teaching Process:**

- Step I**
- Present photographs/video clips given in Annex - 01 to the class and ask the students to identify them.
  - Have a discussion about the public services used by them since morning.
  - Through discussions, let the students identify the public services and why they are needed

(10 minutes)

- Step II**
- Group the class.
  - Provide the task sheet given in Annex 01 to each group.
  - Give them ample time to complete the task.
  - Give necessary instructions and guidance to do the task.
  - Let them present their group reports to the class.

(10 minutes)

- Step III**
- Review the lesson giving feedback and feed forward.
  - Assess and evaluate based on evaluation criteria.

(10 minutes)

**Criteria for Evaluation:**

- Explains the public services giving examples.
- Presents information about whe public services are needed.
- Presents information about the incidents where public services fail.
- Makes others aware of the difficulties faced when public services fail.
- Engages in group work cooperatively and enthusiastically.

**Annex 01**

**Task Sheet:**

- Complete the table while discussing with the group members.
- Present your information to the class about the completed table.

Common services	Examples for failure in providing such services	Difficulties the public face due to failure in service	Steps to be taken for continuing such service (by state/the public)
Water			
Electricity			
Transport			
Health			

## **8.2 Democratic Society**

A human society endowed with features like freedom, equality and respect for the majority decision can be called a Democratic Society. To safeguard such a society, the citizens should also develop democratic qualities. For the well-being of a democratic society, it is essential to develop the above mentioned qualities within the family, the school and the society.

This chapter expects to make the students study the subject content to develop these qualities.

**Competency 8.2** : • Works as a good citizen in a democratic society.

**Competency Level** : 8.2.1 Adapts to the democratic features seen in the family and in school

**No. of Periods** : 01

**Learning Outcomes** : • Names the democratic features in a family.  
• Explains how the democratic features in a family help its wellbeing.  
• Expresses the importance of developing features of a democratic life as a member of a family.  
• Describes the democratic features in a school.  
• Explains the importance of working in the school society adapting the democratic values.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Democratic features seen in one’s family and school.
  - Arriving at correct decisions through discussions.
  - Taking decisions regarding day to day family activities through discussions with the parents, children and elders.
    - Examples: - Preparation of meals
    - Sharing household work
    - Fulfilling duties
  - Taking decisions regarding special activities of the family through discussions with the family members
    - Examples: - Marriages
    - Purchasing a land
    - Building a house
    - Organizing a ceremony
  - Tolerate others views/opinions.
  
- Check the opinion of the family members and friends in family activities without working on one’s own freewill.
  - Importance of asking others’ opinion and tolerating them to confirm one’s own opinion.
  - Importance of listening to others.
  - Respecting others by tolerating their views.

- Respecting the majority view by tolerating others' opinions.
- Strengthening the family bonds by considering the views of the family members and respecting the majority view.
- Respecting the leadership
  - Treating the parents and elders as leaders in the family, following their guidance and advice, helping all the activities in the family, contributing towards the development of the family as well as the society by respecting the family leadership.
- Working cooperatively
  - Contributing towards the development of the cooperation within the family in all the activities.

Have a discussion with the students about these democratic features seen in the family.

Explain how this would help to ensure the security of the family as well as to develop the family.
- Democratic features seen in school.
  - Arriving at correct decisions through discussions.
  - Arriving at correct decisions accepting and protecting the rules and regulations and the traditions of the school.
  - Arriving at decisions by the principal through discussion with the other officers, staff, student representatives, parents and past pupils.
  - Arriving at decisions through discussions with the school community in special activities and ceremonies of the school.
  - Tolerating others opinions
 

Considering the opinion of teachers, students, parents and past pupils by the school management and thereby ensuring the importance of listening to others, tolerating of others' opinions will set an example to the school.
  - Asking for and agreeing with the majority view.

Creating a democratic atmosphere in the school by working according to the preference of the majority in educational activities, administrative activities as well as the activities of societies in school.

- Respecting the leadership

Leading towards the development of the school respecting the principal and working as followers;

- Working cooperatively

Working for the development of the school with the assistance of the management, staff, students, parents and past pupils.

Discussing the democratic features seen in school with the students and showing them how they would help the development of the school.

#### **Quality Inputs:**

- Pictures/photographs of family members helping one another in day to day activities.
- Photographs or pictures that show the democratic features in a school society.

#### **Instructions for Assessment and Evaluation:**

- Direct the students to study the subject through activities like role plays/presentations. Assess and evaluate them on those criteria.

- Competency Level** : 8.2.2 Works with understanding the rights of the child and his duties.
- No. of Periods** : 03
- Learning Outcomes** :
- Explains rights of the child.
  - Explains the importance of enjoying rights of child properly.
  - Expresses how enjoying rights of child bring about child development.
  - Explains the importance of fulfilling the duties of rights of child.
  - Expresses the functions of institutions that work towards safeguarding the rights of the child.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introduction of rights of the child.
  - In 1989 United Nations declared the Convention of rights of the child.
  - According to the rights of the child convention people who have not completed eighteen years are considered as children. Rights for the children who are within this age limit are stated in the rights of the child convention irrespective of their gender.
  - Children who are the future of a country are the most valuable asset of parents.
  - Feeding children, looking after them, giving them education and providing opportunities for their development are duties of the elders.
- Rights of the child can be categorised under the following fields.
  - right to security
  - right to participation
  - right to development
  - right to existence

- Duties related to rights of the child

Rights	Duties
to education	<ul style="list-style-type: none"> <li>- receiving proper education</li> <li>- respecting teachers</li> <li>- protecting discipline, rules and regulations and traditions of school</li> </ul>
to health facilities	<ul style="list-style-type: none"> <li>- being aware of personal hygiene</li> <li>- following good health habits</li> <li>- making others aware of good health habits</li> </ul>
to take benefits from social security	<ul style="list-style-type: none"> <li>- contribution towards social security</li> <li>- making others aware of social security</li> </ul>
freedom to religious beliefs	<ul style="list-style-type: none"> <li>- respecting other religious beliefs</li> <li>- good life according to the religion</li> </ul>

- Institutions that work for the protection of rights of the child.
  - Department of Probation and Child Care Services
  - Sri Lanka Police
  - Women and Children’s Bureau
  - Voluntary Organizations
- International organizations  
(eg. UNICEF)

**Quality Inputs:**

- The text book “*Samaya Udesa*” “*Aitheen Surakimu*”,
- Convention on the rights of the child,
- Photographs showing that children are fulfilling duties stated in children’s rights,
- Photographs/newspaper articles/video clips showing the services of the institutions that work for the protection of rights of the child,
- Newspaper articles/photographs of marking the World Children’s Day.

**Instructions for Assessment and Evaluation:**

Assess and evaluate students using suitable criteria to gauge the development of the students in relation to the competency of enjoying rights of the child and fulfilling related duties.

**Competency Level** : 8.2.3 Controls the emotions in such a way that it safeguards the existence of a democratic society.

**No. of Periods** : 02

**Learning Outcomes** :

- Describes the nature of various kinds of emotions occurring in a person.
- Explains how the emotions influence personal behaviour in varying ways.
- Controlling emotions positively as a democratic citizen helps the wellbeing of the person as well as the society.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Different emotions
  - People can have different emotions in day to day life. Accordingly there may be different behavior patterns.
  - Emotions can be expressed as happiness, sorrow, fear, anger and love.
- Different behaviour patterns according to the emotions.
  - happiness - cheering, laughing, dancing, tears
  - Sorrow - crying, screaming, sweating, red eyes
  - Anger - shouting, crying, trembling, keeping silence
  - Fear - trembling, shouting, difficulty in talking, dilated eyes
  - Consequences of emotions
    - happiness ———— enthusiasm, activeness, relaxation
    - sorrow ———— laziness, disappointment
- Importance of controlling emotions optimistically
  - Continuous negative emotions deteriorate a person physically, mentally and socially. So, it is important to follow ways of getting rid of negative emotions.
  - It is better to control emotions in a constructive manner because it is difficult to avoid emotions.
- Ways of controlling negative emotions
  - eg.- exercises for mental relaxation
  - having discussion with close friends

- changing the physical and social environment where negative emotions can be generated
- engaging in creative work
- engaging in aesthetic activities
- engaging in sports
- making them sensitive towards the environment

**Quality Inputs:**

- Pictures/photographs/video clips of faces showing different emotions
- Reports describing situations that occurred as a result of uncontrolled emotions

**Instructions for Assessment and Evaluation**

Use learning teaching methods to develop, in the students, skills to control emotions. Assess and evaluate them on those criteria.

**Competency Level** : 8.2.4 Develops leadership qualities, identifying the need of leadership

**No. of Periods** : 02

**Learning Outcomes** :

- Explains the term leadership briefly.
- Explains the need of moral leadership for the wellbeing of society.
- Names the democratic leadership qualities in leadership.
- Expresses the importance of developing democratic leadership qualities.
- Presents qualities to be developed as a follower for the wellbeing of the society.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introducing leadership

Leading a family, a few people or a group of people as a group towards achieving a common goal is the leadership.

- Need of a good leadership for the good governance of the society.

eg. Exemplary Leadership

- Situations where leadership is seen

within the family - parents/grown up children

within the school - principal/deputy principals/assistant principals/sectional heads/  
subject heads/class teachers/prefects/ monitors/sports captain/  
leaders of school development society, management committees

within the society - religious leaders/community leaders/political leaders/heads of  
institutions/leaders of voluntary organisations.

- Different leadership styles can be seen in the society

eg. - Democratic leaders

- Autocratic leaders

- Need of leadership

- Leadership is necessary to direct a group of people to achieve their objectives and goals.

- Need to be one's own leader

- Achieving common goals through the relationships among groups of people.

Examples for democratic leadership qualities.

- tolerating others' ideas

- self confidence
  - steadiness
  - listening to others
  - equity
  - friendliness
  - helping others
  - not biased
  - maintaining interpersonal relations
  - intelligence to foresee things
  - dedication
  - taking correct decisions
  - working sensibly
  - creativity
  - humility
  - honesty
- Importance of developing democratic leadership qualities.  
eg. good governance/social betterment
  - Leadership and follower
    - Leader is one who leads the group and follower is one who works according to the leadership.
    - Follower must be ready to work with a sense of faith on the leader when the leader leads the group.
    - Directing the leader towards a proper goal. It is the duty of a follower to work without thinking of personal benefits..
    - Working under a good leader as a follower is important to be a good leader.
    - Mutual relation between leader and follower with a sense of responsibility.

**Quality Inputs:**

- biographies/films/video clips/dramas of world famous great leaders,
- biographies/incidents/jathaka stories/stories of different religious leaders,
- information about the great leaders in the locality.

**Instructions for Assessment:**

- Assess and evaluate students based on a criteria providing learning opportunities through information about great leaders.

**Competency Level** : 8.2.5 Develops qualities that are required for a democratic life.

**No. of Periods** : 02

**Learning Outcomes** :

- Explains qualities needed for a democratic life.
- Expresses the fact that the democratic life style brings out the well-being of the society.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Democratic life is working as a good citizen in the society practicing democratic qualities as habits.
- Qualities needed for a democratic life
  - working cooperatively
  - respecting the correct opinion of the majority.
  - fulfilling duties related to the rights while enjoying them.
  - working with transparency
  - being law abiding
  - respect the rights of others
  - tolerate others opinion
  - taking decisions through discussions.
  - working with self-disciplined
  - honesty
  - equality
- How democratic life leads to the betterment of the society.
  - Develops cooperation within the society through treating equally and respecting all the ethnic groups.
    - People being satisfied as their needs are fulfilled as expected .
    - Representation and contribution of all towards every activity.
    - Creating a society with minimum conflicts
    - Respecting the opinion of the majority
    - Considering minority representation as well as the majority.
    - Respecting all the cultures as well as all the ethnic groups
  - Creating a law abiding society
    - Through working lawfully, respecting the law and rights of others a law abiding society can be created.
  - Creating a peaceful society

- Through working lawfully, fulfilling duties enjoying rights, working according to the principles of equality a peaceful society can be created.
- Safeguarding rights of all
  - Safeguarding rights through fulfilling duties.

**Quality Input:**

- Newspaper reports, photographs that show the democratic features in the society.
  - eg. a situation where people solve their conflicts through discussions.
  - a shramadana campaign
  - a situation where people fulfil their duties as parents/teachers/elders.

**Instructions for Assessment and Evaluation**

Assess and evaluate the students based on criteria used for learning/ teaching such as case studies/ discussions.

## Specimen Activity 8.2

**Competency** : 8.2 Works as a good citizen in a democratic society.

**Competency Level** : 8.2.1 Adjusts to the democratic features seen in one's family and school.

**Learning Outcomes** :

- Names the democratic features in a family unit.
- Explains how the democratic features in a family cause co-existence.
- Expresses the importance of developing features of a democratic life as a member of a family.
- Describes the democratic features in a school society and explains them.
- Explains the importance of working according to the democratic features in the school society.

**Activity** : "Let's work cooperatively"

**Time** : 40 minutes

**Quality Inputs** :

- Task sheet given in annex 01
- Task sheet given in annex 02
- Photocopies of the story given in annex 03 (at least one copy for each group)
- Photocopies of the story given in annex 04

### Learning Teaching Process:

- Step I - • Lead a discussion with the students about the situation given
- When two names were proposed for a post of monitor/subject head/ president of a society, how was one person selected for that post on majority consent. (10 minutes)
- Step II - • Group the class.
- Distribute a copy of the story given in annex 3 to group 1 and 2.
  - Distribute a copy of the story given in annex 4 to group 3 and 4.

- Distribute a task sheet to each group relevantly.
- Give enough time to do the task.
- Get each group to present their reports to the class.

(20 minutes)

- Step III
- Comment on highlighting the important facts.
  - Assess the students according to the criteria given below. (10 minutes)

### **Criteria for Evaluation**

- Names the democratic features seen in a family and school.
- Explains that the democratic existence would
- Lists out the democratic features seen in a family and school.
- Makes others aware of the benefits gained by following democratic features.
- Participates actively in group discussions.

### **Annex 01**

#### **Task sheet (for group 1 and 2)**

- Read the conversation “Let’s work cooperatively” given to you carefully.
- Name the democratic features highlighted in the school.
- Give examples related to the story where the democratic features highlighted.
- Present your report to the class.

### **Annex 2**

#### **Task sheet (for group 3 and 4)**

- Read the conversation “The day that our wish come true” given to you carefully.
- Name the democratic features highlighted in the family.
- Give example for the highlighted features related to the story.
- Present your report to the class.

### **Annex 03 (for group 1 and 2)**

#### **“Let’s Work Cooperatively.”**

Charith, the monitor of the class made a suggestion to beautify the plot of land given to the class.

The class teacher agreed to that suggestion.

Teacher : “Charith always make good suggestions. Let’s do that. Charith you discuss with classmates.”

Charith asked, “How do you think to beautify the plot?”

Amila suggested “Let’s put some stones around the plot to stop erosion. Otherwise it is useless whatever we do.

Sudesh confirmed that idea “Yes, during rainy days there’s a heavy flow of water there. Let’s put some stones around it and fill it by taking some sand down the plot.”

Charith agreed to that saying “It’s good. What are we going to grow here?”

Chapa said “Let’s grow flowers.”

Shyama said “No no let’s grow vegetables.

Chapa argued that “No no we must grow flowers. They make the place beauty.

But Shyama said “No no we have to grow vegetables. Then we can bring them home.”

Then Charith checked the preference from the class. The majority liked to grow vegetables. Charith asked Chapa that “Chapa what can you bring.”

Chapa answered “I’ll bring some chillie plants and some seeds.”

Chapa agreed to the majority decision.

Charith said “Shall we start our work tomorrow. Everybody agreed.

#### **Annex 04 (for group 3 and 4)**

**“The day that our wish come true.”**

Tharushi’s father decided to go on a trip during the vacation at the beginning of the year. One day Tharushi wanted to inquire about the trip from father when everybody was at home.

“Father, where are you going to take us during the vacation?”

“I hope to take you to Anuradhapura.

Tharushi was very happy but her elder brother answered at once.

“No, no I want to go to Yala Wild park. I can watch wild animals. I can enjoy the trip very much.”

Younger brother said “No no I’d like to go to Anuradhapura. My history teacher told us about Anuradhapura. There are a lot to see there.”

Grand father too wanted to go to Anuradhapura. He said “I’d like to have a pilgrimage to Anuradhapura.

Then mother said, “Elder son, let’s go to Anuradhapura this time as everybody likes that.

He didn’t accept it. He said “I won’t go there. I’ll go to lo ku Amma.”

Father said “Son, let’s go to Anuradhapura this time as everybody likes that. But later we will visit Yala too.

Now everybody had a discussion about the trip, the places visit and the place they will stay.

At last father inquired about elder brother’s decision.

He agreed to go to Anuradhapura “The majority preference came to true.”

## **8.3 Multicultural Society**

The modern society consists of people who belong to many different ethnic groups and religions. They use different languages and respect different customs and traditions. Such a society is considered as a multicultural society. Some of the qualities that are to be developed within a member of a multicultural society to safeguard the social wellbeing are respecting rights of others, working according to the principles of equity, coexistence, responding other cultures and preserving ones cultural identity. It is expected to provide the students opportunities to study this chapter to develop those qualities.

**Competency** : 8.3 Lives as a peaceful and good citizen in a multicultural society.

**Competency Level** : 8.3.1 Analyses the features of a multicultural society

**No. of Periods** : 03

**Learning Outcomes** :

- Defines the term multicultural society.
- Explains the basic features of a multicultural society.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introduction of multicultural society.  
A society with diverse ethnicity, religions, languages, arts, beliefs and rituals is called a multicultural society. Migration related to tourism, education, trade and development projects cause the complexity of cultural diversity.
- Features of a multicultural society
  - consists of different ethnic groups
  - has different religions
  - uses different languages
  - has different customs
  - has different cultural heritages

**Quality Inputs**

- Pictures consist of features of different cultural festivals,
- Graphs showing the ethnic and religious composition of Sri Lanka,
- Posters of religious symbols of different cultures/religious places.

**Instructions for Assessment and Evaluation:**

Let the students create posters/pictures/graphs showing the different features of multicultural society. Taking into consideration the views given in the discussion and in presenting the creations, assess and evaluate the students.

**Competency Level** : 8.3.2 Works peacefully and cooperatively within the cultural diversity.

**No. of Periods** : 03

**Learning Outcomes** :

- Explains that Sri Lanka is a multicultural society.
- Presents details of cultural features of different cultures in the Sri Lankan society.
- Expresses views on the importance of living cooperatively as a member of a multicultural society.
- Present informatin about the multicultural features of other countries.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Reasons for having a multicultural society in Sri Lanka
  - geographical location
  - migration
  - invasion
  - trade
  - cultural relationships
- Cultural diversity in Sri Lanka
  - Different ethnic groups  
e.g Sinhala, Tamil, Muslims, Malay, Burghers and other communities.
  - Different languages  
Sinhala, Tamil, English
  - Different religions  
Buddhism, Hindu, Islam, Roman Catholic, Christian
- Different cultural traditions  
eg. Customs of weddings/funerals
- Customs and traditions related to different ethnic groups.  
eg. customs and rituals followed from birth to death.

- Customs and traditions related to different religions and their festivals and their importance.
  - eg. Buddhism - Vesak, Poson
  - Hindu - Thaipongal, Deepavali
  - Islam - Ramalan, Hajj
  - Christian - Christmas, Good Friday
- Safeguarding cultural identity of each culture in Sri Lankan society.
  - Respect different cultures
- Co-existence and unity in cultural diversity
  - eg. - Different ethnic groups and of different religions live in the same area.
  - Situations where different cultural groups work cooperatively.
- Existence of multicultural societies in many countries.
  - eg. India
  - United States of America
  - Canada

#### **Quality Inputs:**

- Graphs showing the ethnicity and religions composition in Sri Lanka,
  - Photographs of cultural diversity in Sri Lanka,
- Pictures of different customs and traditions related to different ethnic groups.

#### **Instructions for Assessment and Evaluation**

Assess and evaluate students using suitable criteria to gauge the development of competencies related to safeguarding and wellbeing of the society as a multicultural society.

**Competency Level** : 8.3.3 Contributes to the building of national cohesion and sustainable peace safeguarding one's own cultural identity

**No. of Periods** : 04

**Learning Outcomes** :

- Expresses the importance of mutual understanding for the wellbeing of a peaceful society.
- Explains the measures that can be taken for cultural integration in a multicultural society.
- Explains the importance of respecting other cultural identity while retaining one's culture.
- Explains the importance of building sustainable peace in a multicultural society.
- Explains how sustainable peace brings about the national development.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Minimizing the conflicts due to mutual understanding and confirmation of peace among people.
  - Mutual awareness and friendship among different cultures.
- Working unitedly to develop the country in cultural diversity.
  - eg. With the intention of developing the country, all the people belonging to different cultures contribute towards nation building.
- Steps to be followed for social integrity.
  - eg. - Developing the awareness of different cultures.
  - Developing the proficiency of different languages.
  - Implementing cultural exchange programmes.
- Contributes towards the development of the country engaging in productive economic activities without any bias..
  - Contributing to the development of the country ignoring ethnic, religious and language diversities.
- Fulfilling duties and responsibilities respecting cultural diversity.
  - eg. Respect other cultures
  - Value the cultural diversity.

- Building up sustainable peace in a multicultural society.
  - Multicultural societies exist in many countries today.
  - Contribution to sustainable peace through mutual understanding of other cultures and respecting them.
  - Way of building up sustainable peace through brotherhood, cooperation and unity between each other.

**Quality Inputs:**

- Pictures showing the people of different cultures work together.

**Instructions for Assessment and Evaluation**

Assess and evaluate students based on the achievement of relevant learning outcomes by assigning activities that highlight social integrity.

### Specimen Activity 8.3

**Competency** : 8.3 • Lives as a peaceful and good citizen in a multicultural society.

**Competency Level** : 8.3.1 • Analyses the features of a multicultural society

**Learning Outcomes** :  
• Defines the term multicultural society.  
• Explains the main features of a multicultural society.

**Activity** : “Let’s see unity in diversity”

**Time** : 40 minutes

**Quality Inputs** :  
• Annex 8.3.1.1 Percentage of population according to the ethnic groups in Sri Lanka  
• Annex 8.3.1.2 Percentage of population according to the religion  
• Annex 8.3.1.3 Task sheets

#### Learning Teaching Process:

Step I - • Enter the lesson showing the annex 8.3.1.1 and 8.3.1.2 Draw the attention of the students by explaining the nature of a multicultural society.  
(10 minutes)

Step II - • Group the students  
• Distribute the task sheet given in annex - 8.3.1.3  
• Get them to do the task.  
• Give necessary guidance.  
(14 minutes)

Step III - • Let them present the group report to the class.  
• Let each group present.  
• Lead a discussion highlighting the topic.  
(16 minutes)

#### Criteria for Evaluation

- Explains the fact that Sri Lanka is a blend of different ethnic groups.
- Expresses views about the cultural diversity of Sri Lanka
- Presents group reports creatively.
- Works under the teacher’s advice.
- Works with a sense of team spirit.

### Annex 8.3.1.1

#### Percentage of population according to the ethnic groups in Sri Lanka.

• Sinhala	74%
• Sri Lankan Tamil	12.6%
• Muslims	7.1%
• Indian Tamil	5.5%
• Others	0.8%

Source: Census Report - 2012, Department of Census

### Annex 8.3.1.2

#### Percentage of population according the religions of Sri Lanka

• Buddhist	73.7%
• Hindu	10.9%
• Islam	7.6%
• Christian	6.2%
• Others	1.6%

Source: Census Report - 2012, Department of Census

### Annex - 8.3.1.3

#### Task Sheets Group 1

Present creatively that Sri Lanka is a blend of ethnic groups.

#### Group 2

Present creatively that Sri Lanka is a blend of religions

#### Group 3

Present creatively that Sri Lanka is a blend of languages.

Group 4

Present creatively that Sri Lanka is a country that values different customs and traditions.

Group 5

Explain with examples the importance of working unitedly in the multicultural society in Sri Lanka.

## **8.4 Contemporary Problems**

Natural disasters, accidents and bad habits of people can be shown as strong challenges for the security in human society. Occurring disasters in the environmental system of the earth is a common incident and it causes the balance of the natural eco systems. But the increase of such disasters as a result of careless human activities has become a great threat to the existence of human beings as well as the environment.

This chapter specially focuses on how disasters occur, measures to be taken to minimize them, institutions that can support, importance of following advice, protecting self as well as others, work according to the situation and disaster management. In addition, it focuses on harmful habits, using drugs, prevention of road accidents and chemicals related accidents.

In fact this chapter expects to build up a background for a secured human society through giving required knowledge, skills and attitudes to the future generation to adopt to a sustainable life style.

**Competency 8.4** : • Works actively for the continued security of the society.

**Competency Level** : 8.4.1 Contributes to minimize accidents and disasters by identifying them.

**No. of Periods** : 02

**Learning Outcomes** :

- Names disasters and accidents
- Explains the causes for disasters and accidents.
- Suggests measures to minimize the damages caused by accidents and disasters.
- Shows the measures to be taken to avoid accidents.
- Names the institutions that can support in disasters and accidents.
- Explains the importance of following instructions given by the institutions that provide support in disasters and accidents.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Identifying accidents and disasters
- Natural disasters and accidents caused by human activities.
- Introducing natural disasters.

Natural disasters are conditions which result in extreme changes in natural phenomena and in the earth and its surroundings.

eg. Earthquakes, Tsunami, Floods, Storms

Damages due to natural disasters

- loss of human lives
- damages to property.

- Human activities which influence natural disasters to increase and the damages caused by them.

eg. destruction of forests  
sand mining from rivers  
destruction of corals  
mining

improper reclamation of low lands  
removing sand from the coast  
improper removal of non organic waste materials

- Measures to be taken to minimize the damages caused by disasters and accidents.
  - eg. - Be aware of and follow the warnings on disasters and accidents given by relevant institutions
  - Being careful and following instructions
  - Informing the institutions that provide services to avoid accidents and minimize damages of the disasters and accidents
  - Saving the victims.
  - Giving proper first aid
  - Taking victims to hospitals immediately
  - Informing the police/hospitals about the disaster/accident
  - Working with sense of humanity to the affected.
- Measures to be taken to avoid accidents.
- Institutions that provide assistance at disasters. Disaster Management Centres, Hospital, Police Department Fire Brigade

### **Quality Inputs:**

- Video clips/photographs/newspaper articles of the natural disasters and their harmful effects in the world/in Sri Lanka.
- Video clips/photographs/newspaper articles of disasters caused by human activities in the world/in Sri Lanka.
- Photographs/newspaper articles about the services rendered by different institutions and their officers/public at disasters and accidents.

### **Instructions for Assessment and Evaluation**

- Assess and evaluate the students based on tools used for learning /teaching such as assignments/group activities/explorations.

**Competency Level** : 8.4.2 Works intelligently in disaster situations.

**No. of Periods** : 01

**Learning Outcomes** : • Explains the importance of working to protect self as well as others at disasters.  
• Emphasises the need for acting according to the situations in disasters.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Importance of working intelligently and according to the situation at disasters.
  - eg.
    - not to enter a place where a disaster occurred
    - acting with patience
    - informing the relevant institutions immediately for help
    - following measures to rescue the affected
    - providing first aid
    - not being oversensitive
  
- Measures to be taken as a citizen to minimize the damages in such disasters in the future.
  - Making aware of how accidents and disasters occur.
  - Following the advice given by relevant institutions.
  - Caring about the information constantly given by the relevant institutions.
  - Being careful about the disasters that can happen in day to day life.
    - eg. Working with care in using electrical equipment at home.
    - Following protective measures.
  
- Making aware of relevant institutions
  - Meteorological Department
  - Geological Survey and Mines Bureau
  - National Building Research Organization
  - Hospital
  - Police
  - Fire Brigade
  - National Dangerous Drugs Control Board
  - Disaster Management Centre

**Quality Inputs:**

- Photographs/newspaper reports of people act and rescuing affected at disasters,
- Providing relief by the different institutions and related officials.
- Video clips/newspaper reports about the announcements given by the institutions such as Police, Meteorological Department.

**Instructions for Assessment and Evaluation:**

Assess and evaluate students using a suitable criteria to check the achievement by assigning an activity to write an article how to minimize damages caused by natural disasters and accidents.

**Competency Level** : 8.4.3 Manages the disasters

**No. of Periods** : 01

- Learning Outcomes** :
- Explains the importance of being alert about the situations where accidents and disasters might happen.
  - Suggests suitable preventive measures for accidents and disasters.
  - Explains the importance of protection from accidents other than situational ones by identifying those situations.
  - Explains the importance of protection from accidents caused by food and drugs
  - Explains the importance of protection from accidents and disasters caused due to bad habits.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Places where accidents and disasters occur.
    - eg. home
    - surrounding environment
    - school
    - workplace
    - highways
    - swimming in rivers/reservoirs/ the sea
  - Identifying how accidents/disasters happen in such places.
  - Measures to be taken to avoid such disasters.
  - Other situations where disasters can occur
    - from wild animals
    - from dogs
    - from serpents
  - Accidents that can happen because of food and drugs.
    - eg. - food poisoning
    - allergic conditions
- The causes and the measures to be taken to avoid such situations.

- Accidents and disasters that happen because of drugs.
  - using harmful drugs
  - drug poisoning
  - using drugs without doctors' advice
  - not using the correct dosage
- Measures to be taken to prevent accidents caused by drugs.
- Accidents, disasters happen due to harmful habits.
  - eg. - driving under influence of liquor
  - conflicts as a result of not controlling emotions.

**Quality Inputs:**

- Video clips/newspaper reports/photographs of accidents at home/workplace/in the school/in the environment,
- Photographs/newspaper reports of accidents due to wild animals, dogs/serpents,
- Photographs/reports of the accidents due to food /drugs,
- Reports/information of the accidents due to harmful habits such as smoking, drinking.

**Instructions for Assessment and Evaluation:**

- Direct the students to study the subject content through learning teaching techniques such as assignments/explorations/case studies, and assess and evaluate them on those criteria.

**Competency Level** : 8.4.4 Contributes to minimizing road accidents by following road rules.

**No. of Periods** : 02

- Learning Outcomes** :
- Presents information about road accidents and disasters at present.
  - Explains reasons for road accidents.
  - Shows the preventive measures for accidents.
  - Explains road rules using signs and signals.
  - Explains causes for railway accidents.
  - Shows the measures to be followed avoid railway accidents.
  - Explains how to react at a road or railway accident.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introducing road accidents
  - damages due to road accidents.

(Make the students aware of the fatal damages due to road accidents and the harmful effect using current situation.)
- Causes for road accidents
  - mistakes done by drivers
  - mistakes done by pedestrians
  - condition of roads
  - condition of vehicles

Explain the above causes with examples.

- Steps to be taken to avoid road accidents.
  - Proper implementation of road rules - Make drivers/pedestrian aware.
  - Well-maintenance of roads - Having formal training for drivers
  - Remove vehicles that are not road worthy
  - Implement programmes to draw the attention of drivers to avoid road accidents

- How to react at road accident
  - drivers reactions
  - public reactions
  - police reactions
- Train accidents
 

Causes for train accidents

  - Walking on rail tracks
  - Driving carelessly across level crossing/ignoring signals.
  - Technical defects in railway/road signals.
- Steps to be taken to avoid train accidents.
  - not travelling on the footboard
  - not using the rail track by pedestrians
  - not getting on/getting down from a running train.
- How to react in a train accident
 

eg. injured are taken to hospital

**Quality Inputs:**

- Video clips/newspaper reports/photographs of the damages due to road accidents and railway accidents,
- Pictures of road signs,
- Video clips/newspaper reports/photographs of helping people/institutions in a railway and road accident.

**Instructions for Assessment and Evaluation:**

Direct the students to study the relevant subject content using active learning /teaching opportunities. Assess them accordingly.

**Competency Level** : 8.4.5 Contributes to minimize dangers caused by chemicals.

**No. of Periods** : 02

**Learning Outcomes** :

- Explains the accidents that can be caused by the use of chemicals.
- Explains the measures to be taken at accident caused by chemicals.
- Shows the measures to be taken to avoid accidents caused by chemicals.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Accidents due to chemical use.
- Situations where chemicals are used.
  - as insecticides
  - for agriculture
  - as raw materials of factories
  - for sanitation activities
  - for home gardening
  - for experiments at school labs
- causes for accidents due to chemicals.
  - Unprotected storing
  - Storing chemicals with food items in one place.
  - Storing without displaying the labels.
  - Keeping chemicals where children. have easy access.
  - Not following instructions
  - Not diluting according to the prescribed manner.
  - Throwing empty bottles and remaining chemicals into water ways.
- Steps to follow in an accident due to chemicals.
  - Identifying the cause of accident.
  - Giving first aid properly
  - Providing medical treatments immediately.
  - Taking the bottle and the label of the chemical to the doctor.

- Steps to be taken to prevent accidents due to chemicals.
  - Protective storing
    - eg. cannot be reached by small children
  - Using protective measures.
    - eg. masks, gloves, shoes
  - Reading instructions before using.

**Quality Inputs:**

- Instructions given labels of the chemicals used for sanitation and agriculture,
  - eg. Instructions for concentration in the solution, storing, how to use, protection.
- Information, reports about accidents due to chemicals

**Instructions for Assessment and Evaluation:**

Assess and evaluate based on suitable criteria to check the mastery of expected learning outcomes.

**Competency Level** : 8.4.6 Contributes to sustainable development adapting a bearable life style.

**No. of Periods** : 02

**Learning Outcomes** :

- Explains what is meant by a bearable life style.
- Explains the need of getting used to a bearable consumption style in fulfilling day to day needs.
- Expresses views accepting that the practice of such a consumption style contributes to sustainable development.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introduction of bearable life style.
- Practicing bearable consumption style.
  - Needs and requirements of modern man have become complex.
  - Limited resources to fulfil such needs.
  - It is a duty of the present generation to save the resources for future generation.

Bearable consumption style can be briefly defined as fulfilling one's needs and requirements according to one's economy.

**Needs:**

- food, clothing, shelter
  - water, electricity
  - energy
  - transport needs
  - enjoying leisure
  - health and sanitation.
- "Sustainable development is fulfilling the needs of the present generation without hindering the needs of the future generation."

- Getting used to a bearable life style benefits the society as well as the country. They are also able to fulfil duties contributing towards sustainable development.

**Quality Inputs:**

- Pictures of a bicycle, a tractor with 2 wheels, a cooker, a hearth that used firewood.
- A chart that shows the benefits gained by using them,
- A list of items that helps to prepare a nutritious meal economically.

**Instructions for Assessment and Evaluation:**

Assess and evaluate the students based on suitable criteria to check the achievement of expected learning outcomes.

## **Specimen Activity 8.4**

**Competency** : 8.4 • Works actively for the continued security of the society.

**Competency Level** : 8.4.3 • Manages disasters

**Learning Outcomes** :

- Explains the importance of being alert about the situations where accidents and disasters might happen.
- Suggests suitable preventive measures for accidents and disasters.
- Explains the importance of protection from accidents other than situational ones by identifying those situations.
- Explains the importance of protection from accidents caused by food and drugs
- Explains the importance of protection from accidents and disasters caused due to bad habits.

**Activity** : “Safety first”

**Time** : 40 minutes

**Quality Inputs** :

- Photographs and newspaper reports of 2 accidents occurred at home/in school or at the work place.
- Felt pens/Bristol boards/demy papers
- Task sheet given in annex 01

### **Learning Teaching Process**

- Step I :
- Present the newspaper reports to the class given in Annex 01
  - Lead a discussion with the students about the accidents that occur at home/in school or in the environment and the accidents due to wild animals, dogs, serpents as well as the accidents due to ill behaviour, drugs and food. (05 minutes)
- Step II :
- Group the students
  - Distribute the task sheet among the groups given in annex 01
  - Help the students to do the task;
  - Give opportunity to present their group reports. (20 minutes)

- Step III : • Comment on the group presentations in order to achieve the learning outcomes.
- Give necessary feedback
  - Assess and evaluate using criteria (15 minutes)

**Criteria for Assessment:**

- Names the new accidents and disasters.
- Expresses the importance of minimizing the accidents and disasters.
- Writes the steps taken to minimize accidents and disasters.
- Makes others aware of how to prevent accidents and disasters.
- Works with a sense of team spirit

**Annex - 01**

**Task Sheet**

Group 1

- Complete the table/chart (Use demy papers and Bristol boards)
- Present it to the class

Accidents happen at home	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		
Accidents happen at school	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		

Task Sheet

Group 2

- Complete the table/chart (Use demy papers and Bristol boards)
- Present it to the class

Accidents happen at work place	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		
Accidents happen at school	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		

Group 3

- Complete the table/chart (Use demy papers and Bristol boards)
- Present it to the class

Accidents due to dogs/ serpents	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		
Accidents happen in the environment	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		

Task Sheet

Group 4

- Complete the table/chart (Use demy papers and Bristol boards)
- Present it to the class

Accidents related to drugs and food	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		
Accidents happen due to bad habits	Reasons for the accident	Steps to be followed to avoid accidents
• • • •		

## **8.5 Problem Solving and Decision Making**

Man has to face different types of challenges and problems in his personal life as well as in social life. In fact it is very important to develop skills to face such situations successfully. But many weaknesses can be seen in the present younger generation when facing challenges and problems. This situation leads to unsuccessful lives and sometimes it leads to a loss of life. Hence this chapter focusses on developing skills of the children to win the challenges and to take correct decisions through analyzing the problem with proper understanding to seek options creatively. It is necessary to provide the students opportunities to study this chapter drawing special attention to practical learning experiences when planning learning teaching activities.

**Competency 8.5** : Takes decisions on day-to-day challenging situations.

**Competency Level** : 8.5.1 Investigates problems and challenges faced in day-to-day life.

**No. of Periods** : 03

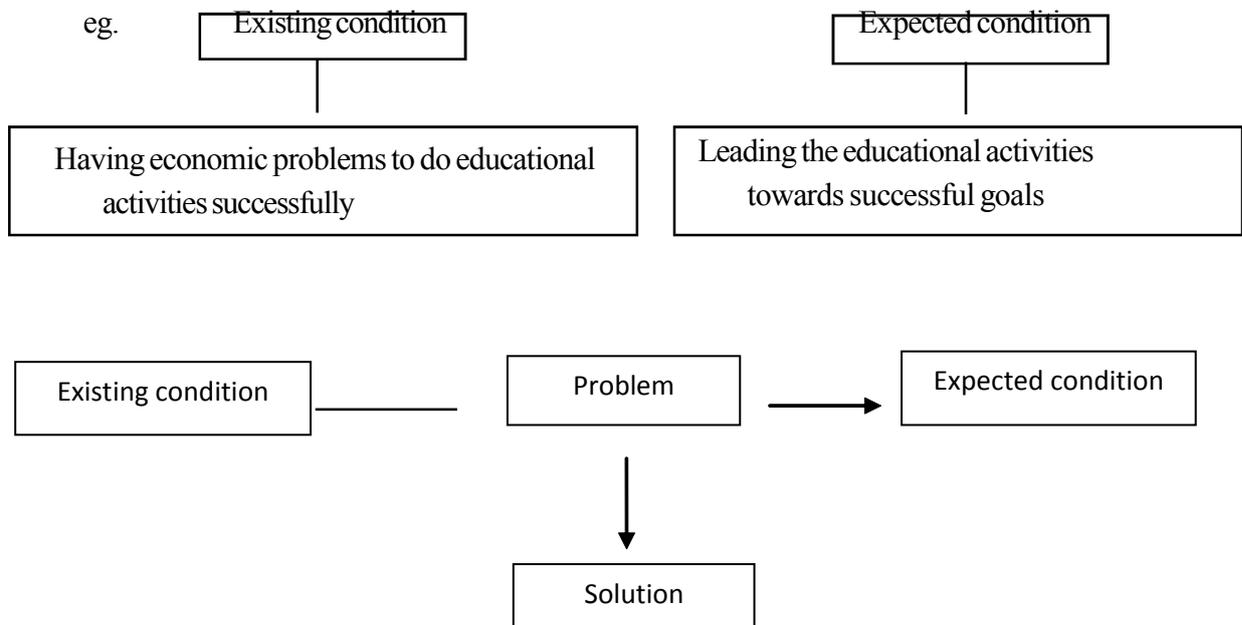
- Learning Outcomes** :
- Defines problems and challenges simply.
  - Explains the importance of being watchfull regarding the problems and challenges faced in day-to-day life.
  - Expresses the ability to face problems in day-to-day life should be developed.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

Identifying problems and challenges

- Facing problems and challenges in personal life as well as in public life.
- A problem is the difference between the existing condition and the expected condition.



- Need to seek solutions to get rid of existing condition.
- Finding causes before seeking solutions to the problem.
- Recovering causes through problem analysis.
- Finding solutions through recovering the causes.
- Need to seek solutions to get rid of existing condition.
- Challenge is different conditions or situations that have to face when achieving the life goals.
- Ability to win challenges when facing them successfully.
- Facing different types of problems and challenges in day to day life.
- Facing such situations in family activities, in school as well as in the society.
- Leading to develop skills to react such situations positively as well as mental power.
- Importance of developing one's personality to face challenges

#### **Quality Inputs:**

- Newspaper reports/group activities/explanations/dramatizations of incidents related to the problems and challenges faced in day to day life.

#### **Instructions for Assessment and Evaluation**

Let the students to study the subject content under the learning teaching activities such as group assignments, information exploration. Assess and evaluate the students based on criteria to check the achievement of the learning outcomes.

**Competency Level** : 8.5.2 Faces different problems and challenges in life successfully.

**No.of Periods** : 05

**Learning Outcomes** :

- Explains that facing problems is common in life.
- Explains that any challenge or any problem has a solution.
- Explains the need of searching for creative solutions for any challenge or problem for success in life.

**Instructions for lesson planning:**

(plan the lesson in order to cover the subject content given below).

- Following innovative ways to solve different problems and challenges
- Problems and challenges change from person and time to time
- Living means facing the problems and challenges successfully
- Problems and challenges are natural incidents in life
- There are some solutions for problems while there are some steps to be taken for challenges
- Importance of facing problems as a habit of life
- Importance of facing challenges successfully
- Following new ways to seek solutions for the problems and challenges
- How problems and challenges can be used for the success of life
  - to develop mental power
  - taking problems as life experiences
  - using problems as make new creations
  - having new learning teaching experiences
  - getting ready to correct mistakes
  - getting counselling for alternative solutions

**Quality Inputs**

- Newspapers, articles about a few people who succeeded their lives facing challenges.

**Instructions for Assessment and Evaluation:**

Get the students to learn the subject matter through group learning teaching methods such as group assignments, exploration information. Assess the students to check the achievement of learning outcomes based on the same criteria.

## **Specimen Activity 8.5**

- Competency** : **8.5** Takes decisions on day-to-day challenging situations.
- Competency Level** : 8.5.2 Faces different problems and challenges in life successfully.
- No.of Periods** : **05**
- Learning Outcomes** :
  - Explains that facing problems is common in life.
  - Explains that any challenge or any problem has a solution.
  - Explains the need of searching for creative solutions for any challenge or problem for success in life.

**Activity** : “If there is a problem, there is a solution”

**Time** : 40 minutes

- Quality Inputs** :
  - Annex 8.5.2.1
  - Annex 8.5.2.2

### **Learning Teaching Process:**

Step I - Ask a student to read the annex 8.5.2.1.

Approach the lesson explaining that everybody has to face problems and challenges in life and has to find solutions to overcome them. (8 minutes)

Step II - 

- Group the students
- Distribute a copy of annex 8.5.2.1 and a copy of task given in annex 8.5.2.2.
- Let the students present their findings to the class.

 (20 minutes)

Step III - 

- Give feed back using the findings given by each group.
- Lead a discussion in order to achieve learning outcomes.
- Assess and evaluate the students based on the criteria given below.

 (12 minutes)

### **Assessment Criteria:**

- Explains the fact that everybody has to face challenges in life.
- Discusses the problematic situations faced as a student.
- Suggests the solutions for different types of problems and challenges.
- Makes others aware of how problems and challenges help to win life.
- Works with a sense of team spirit.

### **Annex 8.5.2.1**

Shyamali is the head prefect of Nandun Uyana Vidyalaya. She is a very active and responsible prefect. The principal and the staff like her very much. Shyamali has been appointed to inquire about the problem of late comers according to the decision taken by the principal at the prefects' meeting.

Shyamali observed the late comers at the gate before the school starts, and she was able to identify eight students who come late to school every day. She has decided to do a special survey on these students with the guidance of the teacher in charge of discipline. She has been discussing with them for several days. She pointed out the loss they incur due to their late coming.

Later she asked the students to write the reasons for their late coming. The reasons have been written as follows;

- There is only one bus. It is an hourly bus. It starts at 6.15 but we can't catch it.
- Get late to wake up.
- Take time to iron our clothes and to prepare the books
- Late to get the breakfast

Then Shyamali asked them to write some suggestions to overcome those inconvenients and promised them to practice those from the following day itself. She observed them after a few days and found that they were not late to school. Shyamali thanked the students and the principal thanked Shyamali in front of the prefects.

### **Annex 8.5.2.2**

Task

State the suggestions that the students might have written to overcome their coming late to school. Present them to the class. This task should be given to all the groups

- 1.
- 2.
- 3.
- 4.
- 5.

## **8.6 World of Work**

All the professions in different fields of the human society is called world of work. More complex world of work has developed in the present society.

It is very important to provide career guidance to the students to choose their future careers to build up the future world of work according to their capabilities, skills and their expectations. In fact it is important to raise awareness towards the fields related to institutions and courses that provide trained labour, available job opportunities in the job market, importance of trained labour and to have a dignity of labour.

Moreover it focuses on developing qualities of a good labourer, fulfilling duties and responsibilities, contributing to fulfil the expectations of the work place and understanding labour rights and responsibilities. In addition to that this unit focuses on developing skills needed to build a better life style through one's profession, ways of developing vocational qualities and ways of making the customer satisfied. It is expected to provide career guidance properly to make the students aware of both theoretical and practical aspects in learning and teaching process.

**Competency 8.6** : • Gets ready for the world of work

**Competency Level** : 8.6.1 • Appreciates the diversity in the world of work

**No. of Periods** : 02

**Learning Outcomes** : • Explains the diversity of world of work.  
• Explains that there are many employment opportunities available in the diversity of world of work

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Introduction to world of work.
  - The jobs and professions related to all the job fields of the society is simply introduced as world of work.
  - World of work consists of a large number of labourers engaged in different jobs.
  - Availability of more job opportunities for a large number of people.
- Job fields in the world of work.
  - Agricultural
  - Technical
  - Services
- Let the students identify the jobs related to those fields.
  - Job opportunities in these fields are available in the state sector, private sector as well as self employments.
- Examples for each field
- Factors affecting the diversity of world of work
  - eg.- Natural resources and physical resources available in an area
  - Human resources
  - Human needs
- New trends in the job fields of world of work
  - eg.- New jobs related to Information Technology (IT)
  - Opening the foreign job market for trained labourers
  - Jobs in the construction field

**Competency Level** : 8.6.2 Investigates respectability and the dignity of labour

**No. of Periods** : 01

**Learning Outcomes** :

- Describes the importance of working with a sense of dignity of labour.
- Presents facts to show that working with a sense of dignity of labour causes job satisfaction.
- Explains the benefits gained by working with a sense of dignity of labour.

**Instructions for Lesson Planning;**

(Plan the lesson in order to cover the subject content given below.)

- Introduction to dignity of labour.
- Respect for the work of every worker and developing a sense of pride is dignity of labour.
- Lead the students to identify the benefit gained by working with a sense of dignity of labour.
  - one's service/labour is valued by the society
  - benefit for employer
  - benefit for employee
  - benefit for customers

**Quality Inputs:**

- Newspaper reports/video clips about the situations that the service appreciation of workers in the state sector/private sector/self employment.

**Instructions for Assessment and Evaluation:**

Use active learning teaching methods and assess the students on them.

**Competency Level** : 8.6.3 Explores how every occupation leads to social progress

**No. of Periods** : 01

**Learning Outcomes** :

- Explains that all employments contribute to fulfilling social needs.
- Explains that all employments bring about social development.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- All the legal jobs contribute to fulfil the social needs
  - eg. farmer - food production
  - doctor - cure patients
  - teaching profess
  - construction of houses and other buildings
  - beauticians - beaunculture
- How to contribute to the social development engaging in different jobs according to their capabilities.
- Different jobs enhance and develop the society through contribution to fulfil the social needs.
- The service of different jobs to improve the living condition of people.

**Quality Inputs:**

- Reports/photographs/pictures showing how different workers contribute to fulfil the social needs.

**Instructions for Assessment and Evaluation:**

Lead the students to study the subject content through developing attitude that all the workers contribute to social development.

Assess and evaluate based on those criteria.

**Competency Level :** 8.6.4 Inquires the importance of trained labour

**No. of Periods :** 02

**Learning Outcomes:**

- Explains the need of getting the training related to one's field of work as a worker.
- Expresses views about the available opportunities for vocational training.
- Explains the fact that the productivity of labour depends on the training.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Let the students identify that comparative labour can be categorized as physical and mental labour depending on the nature of labour.  
eg. jobs that labouring - farmer, labourer  
more physical labour mason, carpenter  
jobs that labouring - doctor, teacher  
more mental labour manager  
Trained labour - Need a training related to one's job field to become a productive worker  
- Good demand at the local and foreign job market for trained labour.  
- Introducing the state and private institutions that provide training.  
eg. State sector - Vocational Training Authority  
National Youth Services Council  
Private sector - Private Nurses' School  
Private Driving Training Institutions
- Importance of getting training from these institutions and their services.

**Quality Inputs:**

Newspaper reports, advertisements, internet about the institutions that provide training courses

Reports on appreciating of productive workers

**Instructions for Assessment and Evaluation:**

- Assess and evaluate based on criteria directing students to study the subject content to check the mastery of learning outcomes through teaching techniques such as information exploration, group activities.

**Competency Level** : 8.6.5 Internalizes the qualities of a good labourer

**No. of Periods** : 01

**Learning Outcomes** :  
• Explains the good qualities of a worker.  
• Expresses the importance of maintaining good qualities in the work place.

**Instructions for Lesson Planning;**

(Plan the lesson in order to cover the subject content given below.)

- Importance of the service of labour force in a country to implement and maintain the development process
- For that, providing dedicated service related to the job.
- Qualities of a good labourer
  - eg.-
    - Punctuality/proper service during working hours
    - Dedication
    - Fulfilling duties and responsibilities
    - Togetherness
    - Working cooperatively
    - Interested in professional development
    - Respect leadership
    - Working with satisfaction
    - Respecting rules and regulations and the tradition of the institution.

**Quality Inputs:**

- Characters who dedicated their service for good deeds.
- List of qualities of great personalities who succeeded.
- Reports, articles of newspapers/magazines written about the importance of labour force.
- List of code of conduct.  
eg. teacher, doctor, others

**Instructions for Assessment and Evaluation:**

- Assess and evaluate based on suitable criteria organizing a discussion about the services of labour force.
- Assess and evaluate based on criteria assigning the students to draw a picture/poster or to compose a poem or to create a dialogue on “Qualities of a good labour”.

**Competency Level** : 8.6.6 Investigates expectations of the work place

**No. of Periods** : 01

**Learning Outcomes** :

- Explains the need to be sensitive as a worker to the expectation of the work place.
- Explains the fact that the fulfillment of the expectations of a work place is a bounden duty of an employee.

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Let the students identify through example that any institution has its specific expectations .
- Need to be sensitive towards the expectations of the work place as a labourer.
- Importance of having a sense of responsibility and duty of a labourer to fulfil the expectations of the work place. Give examples.
- Explains how labourers work to realize the expectations of work place and how it affects the development of the work place.
- Given below are some of the expectations of a work place.
  - Maintenance of outer appearance
  - Punctuality
  - Providing services in order to satisfy the customers.
  - Working on time.
  - Dedication towards the development of the work place.
  - Efficiency
  - Provide the maximum service.
  - Protecting equipment of the work place.

Let the students to identify the dedication of labourers to fulfil these expectations.

**Quality Inputs:**

- Photographs/video clips of a productive and efficient work place.
- Vision and mission of different institutions.
- Professional code of conducts of different institutions.
- Articles written about productivity concepts.
- Duties and responsibilities of labourers and expectations of an institution in the area.

**Instructions for Assessment and Evaluation:**

- Assess and evaluate based on suitable criteria assigning the students to dramatize the nature of productive and no productive work institutions.
- Assign a group presentation using pictures/posters/photographs of an outer appearance of a productive work place.
- Assign them to prepare a list of duties and responsibilities of an employee to fulfil the expectations of the work place.  
Assess them using suitable criteria.

**Competency Level** : 8.6.7 Investigates Workers' rights and responsibilities.

**No. of Periods** : 02

**Learning Outcomes** :

- Lists out workers' rights and duties
- Expresses willingness to enjoy worker rights while fulfilling duties and responsibilities

**Instructions for Lesson Planning:**

(Plan the lesson in order to cover the subject content given below.)

- Safeguarding worker rights increases productivity and the worker's job satisfaction.
- Fulfilling the duties related to the rights for the development of the work place as well as to increase the productivity.
- The worker who fulfills the duties and responsibilities properly is always appreciated.

Rights: - Working in a protected, clean and pleasant environment.

- Tools related to job
- Lunch break
- Leave (as a privilege)
- Financial benefit (including sick leave)
- Initial training
- Continual professional development
- Opportunities for continuous professional development.
- Membership of workers' unions

Duties: - Punctuality for work

- Perform duties according to the service needs
- Maintain personal appearance
- Working hard
- Maintain self-discipline
- Working with a sense of team spirit
- Identifying the expectations of the work place and act accordingly.

- Protecting and respecting the tools, facilities of the work place and the resources.
- Working cooperatively

**Quality Inputs:**

- Documents, leaflets, posters, circulars, rules written on worker rights and duties.  
Examples taken from Establishment Code.

**Instructions for Assessment and Evaluation:**

- Assesses the students using a set of questions related to worker rights and duties.
- Assigning the students to prepare concept maps.

**Competency Level** : 8.6.8 Appreciates importance of developing personal work attributes.

**No. of Periods** : 02

**Learning Outcomes** :

- Explains the importance of maintaining personal performance at a higher level as a worker.
- Discusses the skills of the worker and his/her interests with a career guidance counsellor.
- Explains the need of using different learning methods for professional development.

**Instructions for Lesson Planning;**

(Plan the lesson in order to cover the subject content given below.)

- Importance of developing personal vocational qualities as a worker.
  - Personal performance appraisal
  - Improving educational qualifications.
  - Developing professional qualifications.
  - Getting training required to access new technology and using it.
  - Identifying the goals of the work place and working to achieve them.
  - Fulfilling customer expectations.
  - Developing leadership qualities and personality.
  - Likely to be creative.
  - Developing soft skills needed to work cooperatively.
- Benefit gained by maintaining high personal performance appraisal as a productive worker.
  - eg. - Increase productivity.
  - Increase the quality of vocational outputs.
  - Satisfaction of both employer/employee.

- Giving quality services for customers.
- a positive contribution to the development of the work place as well as the country.
- Steps to be taken to develop personal vocational qualities.
  - Identification of one's skills and desires.
  - Having goals to develop skills one possesses.
  - Showing interest to develop such skills.
  - Being ready to identify and get the service from the institutions and people that are useful to develop professional qualities.
  - Being ready to use different learning methods to develop vocational qualities.
    - eg. For learning methods
      - exchanging experiences
      - maintaining traditional methods and modifying them appropriately to suit the present.
      - paying attention to new products
      - getting experts knowledge
      - using new knowledge of technology

### **Quality Inputs:**

- Video clips/CDs/Posters/Magazines/books about career guidance.
- Books published by National Youth Service Council/Ministry of Skills Development.
- Articles about traditional methods and craftsmen published by the Department of Small Scale Industries and the Janakala Centre.
- Information about new creations that are used for fulfilling human needs.
- Career guidance through internet.

### **Instructions for Assessment and Evaluation:**

Assess and evaluate the students asking them to make a speech on “Importance of developing personal vocational skills”.

Assess and evaluate the students asking them to prepare a booklet using the pictures of new creations that are used for fulfilling human needs and information about new creators gathered from newspapers, magazines, and internet. Use suitable criteria.

**Competency Level** : 8.6.9      Analyses different ways to satisfy customers.

**No. of Periods** : 01

**Learning Outcomes** :

- Suggests strategies to satisfy customers.
- Explains the importance of getting to know the customers and working well.

**Instructions for Lesson Planning;**

(Plan the lesson in order to cover the subject content given below.)

- Importance of satisfying customers.
- Steps to be taken to satisfy customers
  - Identifying customer expectations.
  - Providing a quality service in order to satisfy customers.
  - Building up a friendly relations with customers.
  - Sustaining the regular customers used to the work place/ self
- Benefit gained by satisfying customers.
  - The work as a worker is appreciated by the customers.
  - Showing special interest in getting the service from one's work place/himself.
  - Ability to maintain high reputation for oneself/one's work place.
  - Getting satisfaction by providing service.
  - Opening up new avenues for earning a good income.

**Quality Inputs:**

- A list of steps taken by the institutions around the area to satisfy their customers.
- A list of benefits gained by satisfying the customers.
- Reports published by the customers about customer satisfaction.

**Instructions for Assessment and Evaluation:**

Assess and evaluate the students by assigning them to do a presentation on the benefit gained by an institution by making the customers satisfy.

**Competency Level** : 8.6.10 Explores how earning influences life styles.

**No. of Periods** : 01

**Learning Outcomes** :

- Suggests ways and means to improve income.
- Expresses the importance of taking intellegent and society friendly actions to improve income.
- Explains how getting a good income improves living standards.

### **Instructions for Lesson Planning;**

(Plan the lesson in order to cover the subject content given below.)

- Benefit of good income
  - eg. - Strengthen the economy
  - Developing the ability to fulfil one's needs.
  - Developing the ability to save for future.
  - Building up a background to spend a good life.
- Bad effects of low income.
  - eg. - Weak economic level
  - Weakening the ability to buy the goods and services to fulfil the needs.
  - Degeneratng living condition
  - Low saving
- Identifying the steps to be taken and implementing them to increase income through society friendly way .
  - eg. - Making aware of the job fields in the world of work.
  - Interested in completing the educational/vocational qualifications for the job expected to be selected.
  - Need to provide a good service by being concientious in the job selected.- Interested in vocational development.
  - Getting towards self employment.

**Quality Inputs:**

- A chart displaying the benefit of high income and loss of low income.
- A chart included the steps to be taken to raise income.

**Instructions for Assessment and Evaluation:**

Get the students to study the relevant subject content through group assignments and observing charts.

Assess and evaluate them based on those criteria.

## **Specimen Activity 8.6**

- Competency** : 8.6 Gets ready for the world of work.
- Competency Level** : 8.6.1 Appreciates the diversity of the world of work.
- Learning Outcomes** : Explains the diversity of world of work.
- Activity** : “Let’s undentify world of work”
- Time** : 40 minutes
- Quality Inputs** : Annex 8.6.1.1  
Annex 8.6.1.2

### **Learning Teaching Process:**

- Step I -
- Start the lesson distributing the tasksheet given annex 8.6.1  
Let the students to name some jobs they know
  - Tell the students that all the jobs available in the society and the combination of all the job fields are called as world of work (05 minutes)
- Step II -
- Group the students
  - Give each group a copy of the task sheet given in annex 8.6.1.2
  - Provide necessary guidance to do the task.
  - Get them to do the task
  - Given them ample time (20 minutes)
- Step III -
- Get the students to present their reports to the class.
  - Ask all the groups to express their view point.
  - Comment on highlighting the expected points. (15 minutes)

### **Assessment Criteria:**

1. Introduces the world of work.
2. Names the jobs available in the world of work.
3. Makes a list of jobs available in

4. Expresses one's view point that he/she is getting ready for the world of work.
5. Works unitedly.

### **Instruction for assessment and evaluation**

- Get the students to study the subject content doing activities such as group assignments and, observing grids. Assess the students' observing grids. Assess the students' achieving the learning outcomes based on criteria.

### **Annex 8.6.1.1**

List of jobs (Teacher can add any job to the list)

- Teacher
- Doctor
- Farmer
- Labourer
- Nurse
- Policeman
- Actor
- Singer
- Software engineer
- Beautician
- Fisherman

**Annex 8.6.1.2**

**Group 1**

Make a list of jobs that are related to the agriculture field

1. .... 2. .... 3. .... 4. .... 5. ....

6. .... 7. .... 8. .... 9. .... 10. ....

**Group 2**

Make a list of jobs that are related to the industrial field

1. .... 2. .... 3. .... 4. .... 5. ....

6. .... 7. .... 8. .... 9. .... 10. ....

**Group 3**

Make a list of jobs related to services.

1. .... 2. .... 3. .... 4. .... 5. ....

6. .... 7. .... 8. .... 9. .... 10. ....