

The School and its Immediate Surroundings

Children are the most important treasure in our society. The child receives his basic education to mould his life from his childhood, from his parents and elders in the family. As the child grows, the school becomes the formal institution that provides education. There is a large number of schools in Sri Lanka. They are located in rural, urban, hilly and coastal environments.

Identifying the Location of a School

It may be easy for you to answer if someone asks the name of the village or the town in which the school is located. However, it is not that easy to answer a question regarding the location of your school according to the administrative division.

The objective of this lesson is to make you aware of the location of your village or town in which your school is situated.

Observe figure 1.1. The Grama Niladhari Division is the smallest administrative unit in which the school is located. The Grama Niladhari Division is made up of one or more villages.

There can be several Grama Niladhari Divisions in a city. Every Grama Niladhari Division has a number and a name. A Divisional Secretariat Division may constitute several Grama Niladhari Divisions.

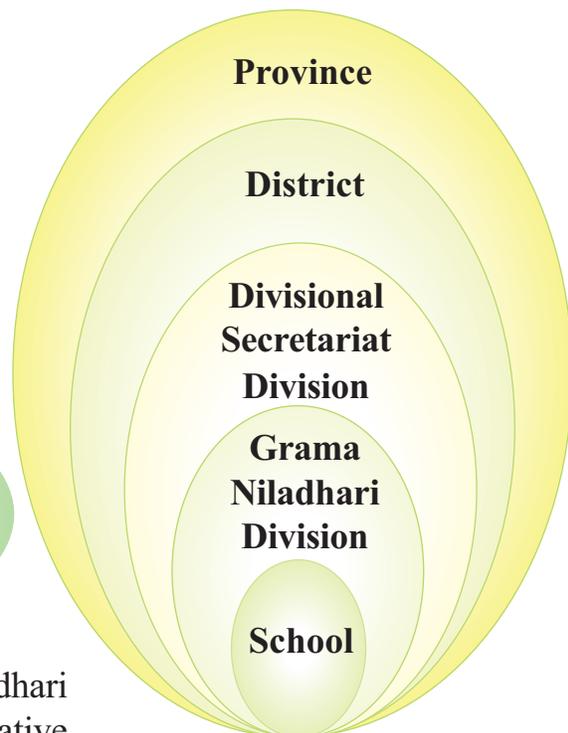


Figure 1.1
The location of your school in the divisional administrative hierarchy

A district constitutes a collection of several Divisional Secretariat Divisions. Two or more districts make a province which is the largest administrative division in the country.

Activities

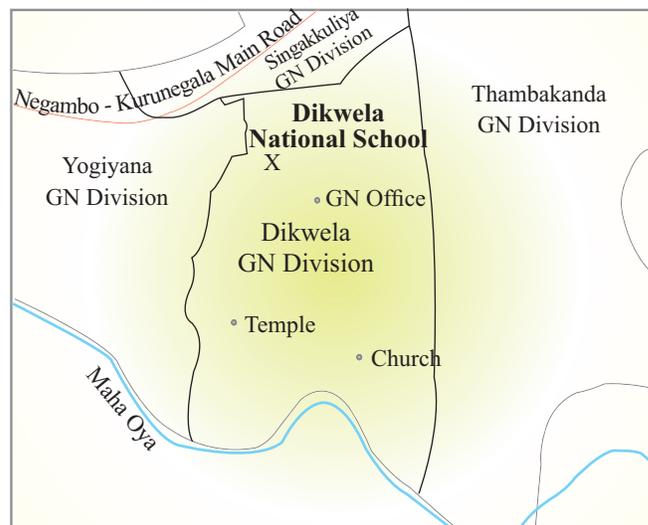
With the help of your teacher, present the following information about the location of your school.

1.
 - Village or town
 - Name and number of the Grama Niladhari Division
 - Divisional Secretariat Division
 - District
 - Province

in which your school is located.

2. Write five sentences about the location of your school in relation to the information you obtained.

Observe Map1.1. The letter 'X' indicates the location of the Dikwela National School. You too can get a similar map from the Grama Niladhari of the Grama Niladhari Division to which your school belongs.



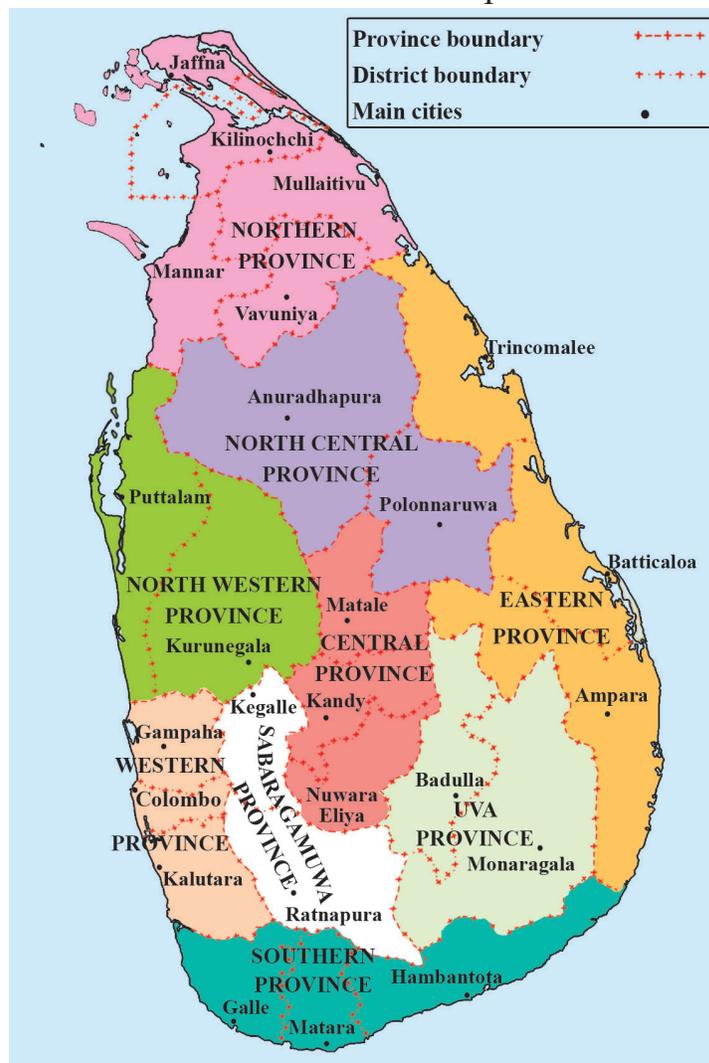
Map1.1
Location of the school in the Grama Niladhari Division

Assignments

1. Trace the map you obtained from the Grama Niladhari and mark the place where your school is located.
2. Name 5 public places located in the immediate surroundings of your school.

Marking the Location of the School on a Map of Sri Lanka

Map 1.2 indicates the districts and the provinces in Sri Lanka.



Map 1.2
Provinces and Districts of Sri Lanka

Activities

01. Observe map 1.2 and prepare a table including the provinces and the districts that belong to each province.

Province	District

02. Trace a map of Sri Lanka that includes provinces and districts. Shade the province that your school is in, with a light colour and the district with a dark colour and name them.
03. With your teacher's instructions, mark and name the village or the town in which your school is located.
04. Name the other districts bordering the district in which your school is located.

Normally, we use the name of the educational division, zone, district and the province along with the name of the school to indicate the identity of the school.

A. NWP/CH/WEN/ Dikwela
Primary School, Yogyana.

School 'A' is located in the educational division of Wennappuwa, in the educational zone of Chilaw in the North Western province.

B. Jaf/Manipai Hindu College,
Manipai, Jaffna.

School 'B' is located in the Jaffna district.

Assignment

With the teacher's instructions, write names of five schools located in different provinces of Sri Lanka.

Shape of the Land of the School

Figure 1.2 shows a location of a school premises. The parapet wall and the fence indicate the boundaries of the land. We can identify the shape of the land with the help of the boundaries. The picture shows buildings in the school premises, a bank and roads located close to the school.

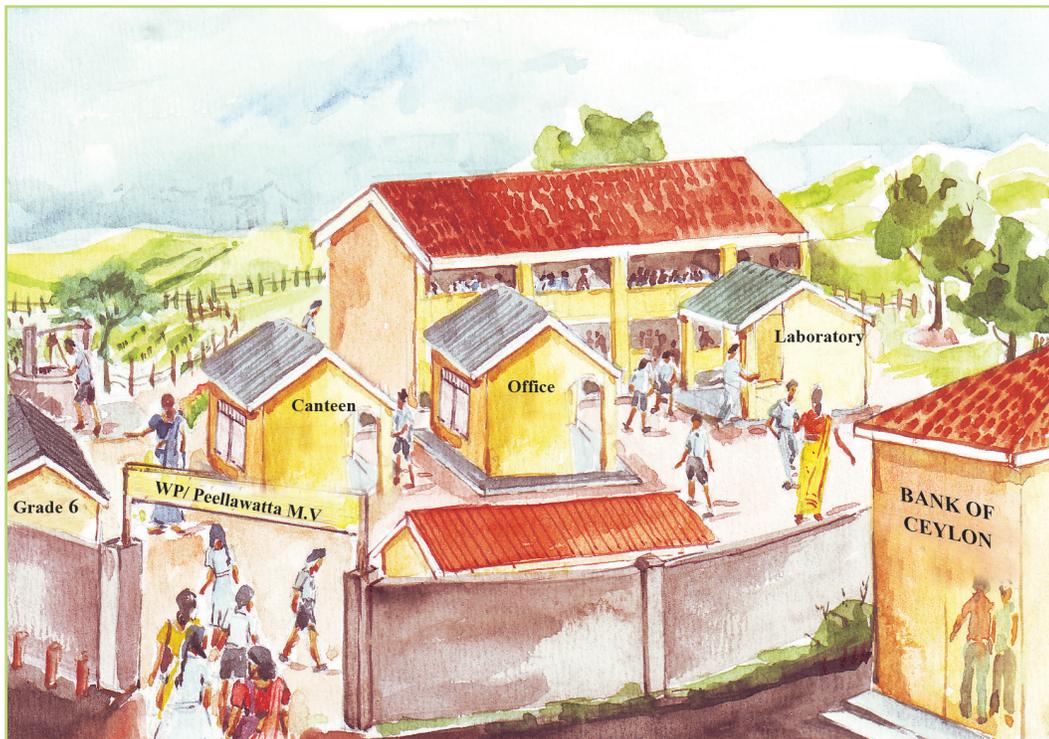


Figure 1.2
Location of a school garden

Figure 1.3 shows the plan of that school premises. The letter 'X' indicates the Grade six class in the plan. All the features shown in figure 1.2 are marked on the plan using different symbols. Compare the picture and the plan to identify the differences.

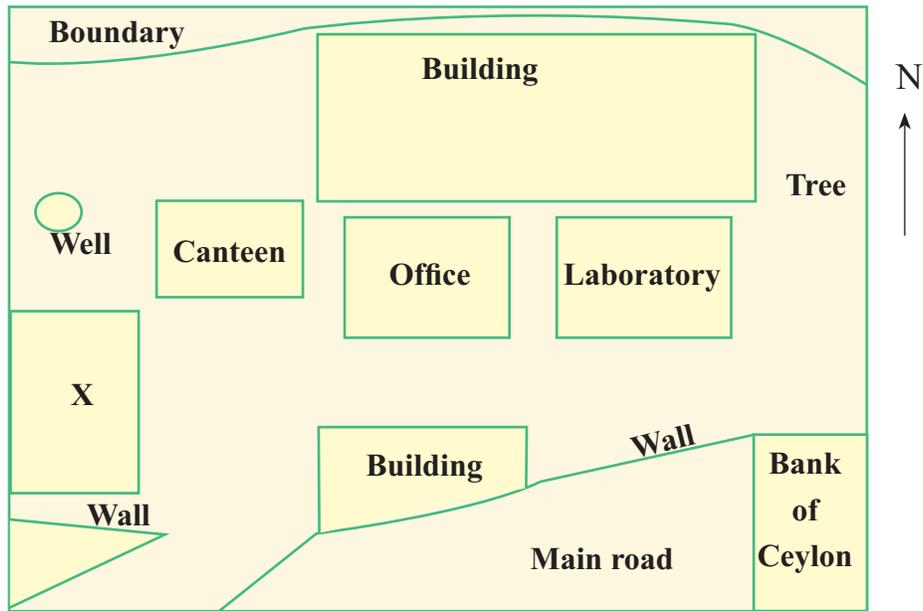


Figure 1.3
Plan of the school garden

Identification of the Direction

Indication of the direction is important when drawing a plan. We use a compass to find the direction correctly. Use the compass at school and find out the North direction of the classroom. You can find other directions as well, when you identify the North.

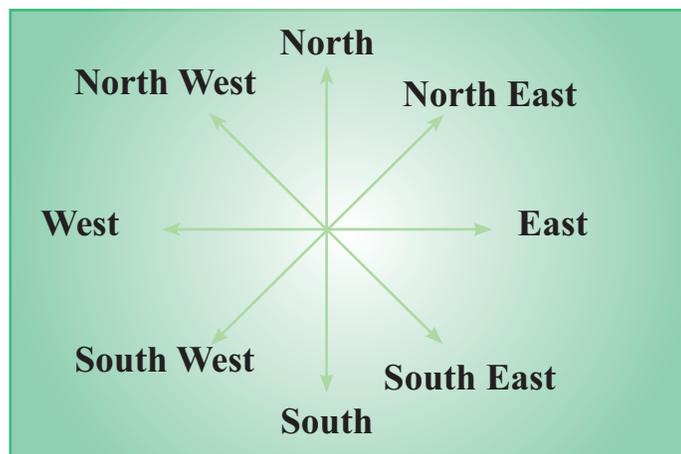


Figure 1.4
Diagram of directions

Activity

Look at figure 1.4 and fill in the blanks.

- I. is located between North and East.
- II. is located between South and East.
- III. is located between South and West.
- IV. is located between West and North.

You can identify the directions according to the direction of the sunrise in the morning, if a compass is not available. When you stand facing the rising sun, stretching your hands, your right hand points to the direction of the South. The opposite direction to which your left hand is pointed, is the North. Accordingly, you can identify the other directions. Here, you can see your shadow behind you. Look at figure 1.5.

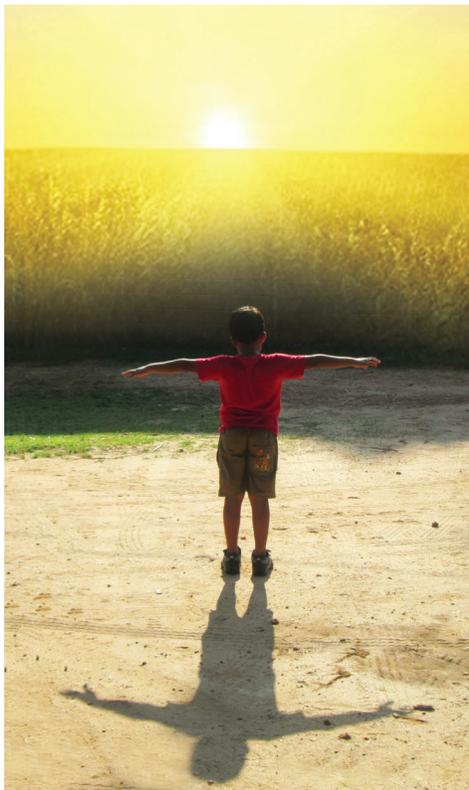


Figure 1.5
Identification of the directions

Activities

1. Use figure 1.3 as an example. Draw a plan of your school garden and mark your classroom, Grade six using a symbol.
2. Mark the specific places of your school on that plan, such as the library, laboratory and the principal's office.
3. Name the directions of those places from your classroom.

Showing the Directions of Some Selected Places from the School

Figure 1.6 indicates two models that show directions.

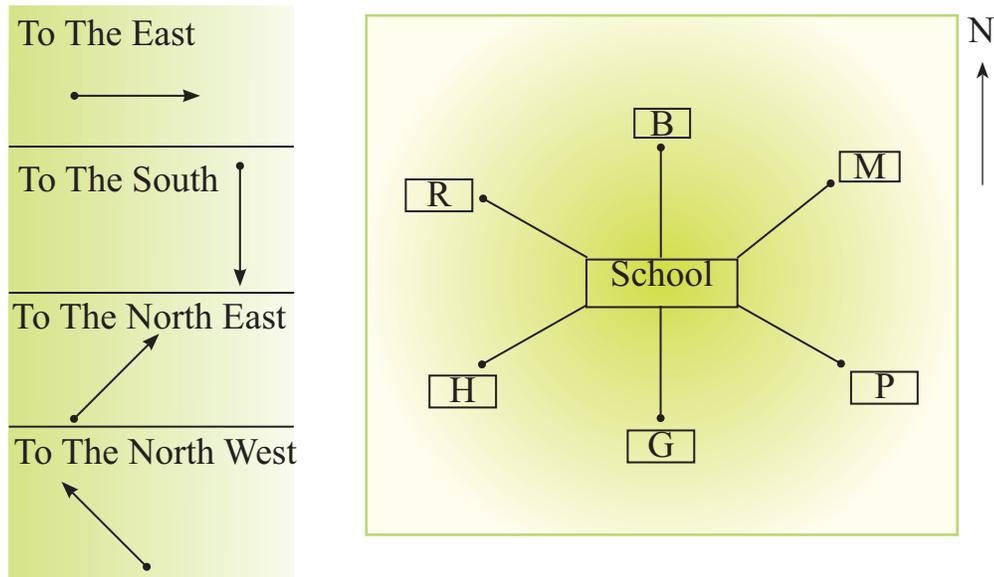


Figure 1.6
Directions of the public places from the school

B – Bank	G – Playground
M – Market	R – Reservoir
H – Hospital	P – Post Office

Activity

Observe figure 1.6 and name the directions of the above places as you observe them from school.

Assignment

1. Draw a plan similar to the above, to indicate the places located in the surroundings of your school with your teacher's instructions.
 - First indicate the North of the plan.

- Select few public places of the immediate surroundings of your school which you can identify clearly. Indicate their locations in the map, according to the direction.
- Mention the distance for each of the places in metres or kilometres approximately.
- Present a key to indicate the symbols used to show the places identified by you.



2. The above map, taken from the internet (Google Earth) indicates the location of a school. If you have internet facilities in your school, get the map of your school and describe its location.

Weather Conditions of the Immediate Surroundings of the School

Weather conditions found in various environments may vary from each other. Accordingly, there may be weather conditions which include warm and dry weather along with rain, wind and mist.

The objective of this lesson is to guide you to observe the weather conditions of the immediate surroundings of your school.



Figure 1.7

Several places with various weather conditions

The weather condition found in a particular place may differ from the weather condition of another place. Although we identify different weather conditions in various places, they may change during the day. The reason for this is, that the nature of weather is not always the same. You can understand that the nature of the

morning environment gradually changes, by the differences that you feel as well as by your observations of the surroundings. See figure 1.7.

Temperature, rainfall, wind that you feel and clouds that you see when observing the environment are called elements of weather.

The condition of the atmosphere that prevails for a short period of time in a particular area is called weather.

Change of weather conditions according to time and place is its general nature. The weather report telecast daily after the news on 'Television' reveals information about weather changes in different places. Study the following weather report carefully.

During the last 24 hours ending at 9 a.m. today, the maximum rainfall of 200 mm was reported from Katunayaka, while the maximum temperature of 30°C was reported from Trincomalee. The minimum temperature of 12°C was reported from Nuwara Eliya. There will be heavy rains in the West, South and western slopes of the central hills during the next 24 hours due to South Western winds.

Activities

1. Name the weather elements presented in this weather report.
2. What is the maximum rainfall in millimetres according to that report?
3. Write the places where maximum and minimum temperatures have been reported.
4. Name the direction of the wind that blows into the country.
5. What is the weather forecast revealed by the weather report?

Assignment

Find weather reports presented by different media and present them to the class and discuss about them.

The Department of Meteorology is located at Bauddhaloka Mawatha, Colombo and there are many regional meteorological centres throughout the island connected to it.

The Department of Meteorology prepares the weather report on the basis of data, collected daily about the weather elements from various centres. At present, there are advanced equipment to measure the weather elements. Find out whether there is such a centre located in the immediate surroundings of your school.

You too can make some equipment in the classroom to measure weather conditions. Using those equipment, observe the nature of the weather in the immediate surroundings of your school and understand the differences.

Temperature

- Temperature is the main element among the weather elements.
- The sun provides temperature and heat.
- Using a thermometer, we can measure the temperature. Temperature is measured by units of Celsius and Fahrenheit degrees.
- Dry weather conditions occur when there is extreme solar heat and temperature.

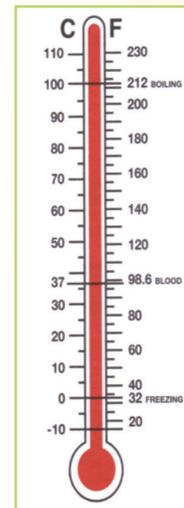


Figure 1.8
Thermometer

Assignments

1. Record the daily temperature of a specific place selected at the school premises using the thermometer in the laboratory. You can record them for a period of a week or month.
2. Write three sentences about the changes of temperature that have taken place according to the record you prepared.

Rainfall (Precipitation)

- Water that is in oceans, on land and in plants turns into vapour due to the heat of the sun.
- Water vapour rises up in the atmosphere, cools and condenses.
- Clouds are formed with the condensation of water vapour. We receive rain through this process.
- We can measure rain using a rain gauge. Rain is measured in millimetres.



Figure 1.9
Rain Gauge

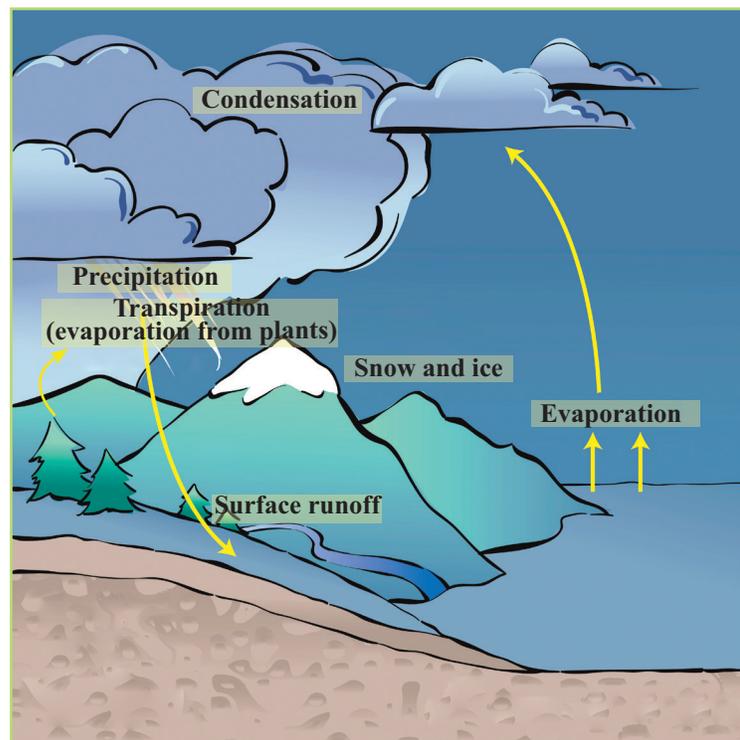


Figure 1.10
The Process of precipitation

Activities

1. Write three benefits we obtain from rain.
2. Prepare a table to show the features that occur in the environment before and after a rain.

Assignment

Make a rain gauge with the instructions of your teacher.

- Take a transparent, cylindrical plastic bottle with a flat bottom and remove 1/3 of its upper part.
- Place the part that has been removed upside down as a funnel, on the other part of the bottle.
- Paste a strip of paper marked with millimetres on the bottom part of the bottle and cover it with a cello tape.
- Keep it in an open space at a higher level in the garden of your school / home. Measure the rainfall in your area daily and keep records.
- Write three sentences about the rainfall in the relevant area observing the record you kept.

Wind

- When you observe the environment, you can see moving leaves and branches of trees. You can also feel the cold.
- It happens as a result of the blowing wind.
- The branches of trees bend in the direction of wind.
- The wind that blows at a higher speed is called a storm. The wind that blows with a lesser speed is called a breeze.
- The wind direction indicator shows the direction of the wind.
- The anemometer is used to measure the speed of wind.
- It is measured in kilometres per hour.



Figure 1.11
Wind Direction Indicator and
Anemometer

You can enjoy the cool breeze near oceans, rivers, streams and reservoirs.

Assignment

- I. Make a wind direction indicator with the guidance of your teacher.
- II. Keep it in an open place in your school garden and observe how the direction of the wind changes.

Clouds

- When you observe the sky, you can see clouds of different shapes and colours. (figure 1.12)
- You can see the nature of clouds when you observe them.
- Before rain, you can see thick dark clouds in the sky.
- When there are no clouds, the sky is clear and blue.



Figure 1.12
Clouds of various shapes

According to the above information, you can collect data related to weather in the immediate surroundings of your school using different types of equipment and observations.

The weather elements, the equipment and the units used to measure them are shown in the table 1.1. Study them well.

Table 1.1
Weather Elements, Equipment and Units of Measurement

Weather element	Equipment	Unit
Temperature	Thermometer	Degrees of Celsius/ Fahrenheit
Rainfall	Rain Gauge	Millimetres
Speed of wind	Anemometer	Kilometres Per Hour
Direction of wind	Wind Direction Indicator	Direction shown by the arrow
Clouds	By observation	-

Assignment

According to your teacher's instructions, prepare a report about the weather conditions in the immediate surroundings of your home/school, using the data on weather gathered using equipment and by observation.

With the knowledge about the weather,

- You can plan your day to day activities properly.
- Damages to life and property can be prevented as information about the areas with threats of cyclones, floods and land slides as well as periods of lightning and thunder are informed beforehand.
- Fishermen and farmers will be able to engage in their activities successfully.

Activities

1. Write five advantages of knowing the weather conditions in your immediate surroundings.
2. If unfavourable weather conditions prevail in your area, discuss with your teacher and present your views as to how they may affect human activities.
3. Fill in the following cross-word puzzle with the help of the given clues .

Geographical Features

- Highlands
- Gardens
- Buildings
- Streams
- Cultivated lands
- Forests
- Roads
- Rivers
- Playgrounds
- Low lands

Activity

Categorize the geographical features given in the box into natural and man-made features.

The immediate surroundings of your school may be urban or rural. Schools are located in various environments such as mountainous, coastal, cultivated areas and areas close to rivers and tanks.

Figure 1.3 shows a landscape of the immediate surroundings of a school.

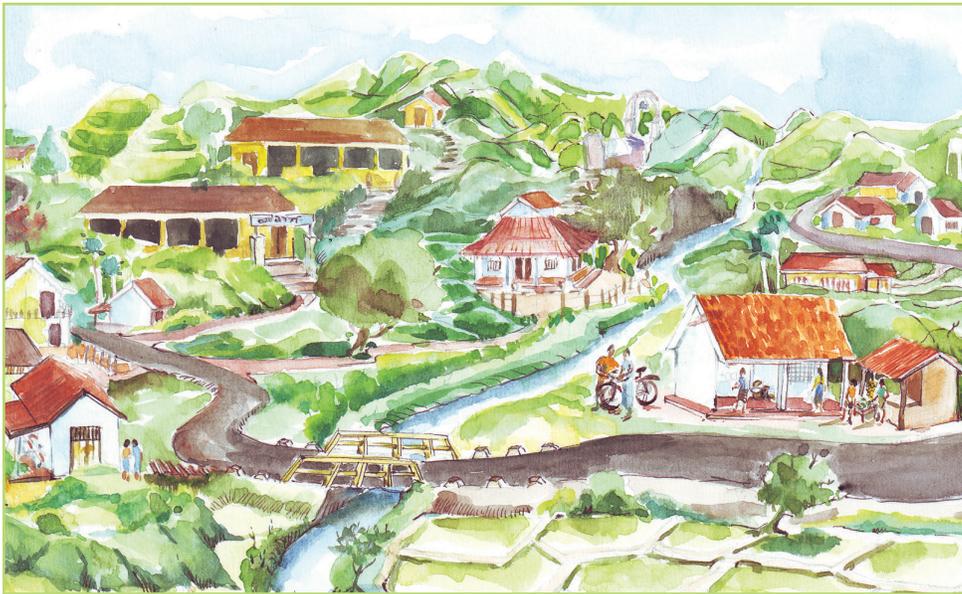


Figure 1.13

Landscape of the immediate surroundings of a school

Activities

1. Name the geographical features you can identify in figure 1.13.
2. Write five sentences about the landscape of the school according to the figure.

The sketch map of the landscape of the school is shown in figure 1.14.

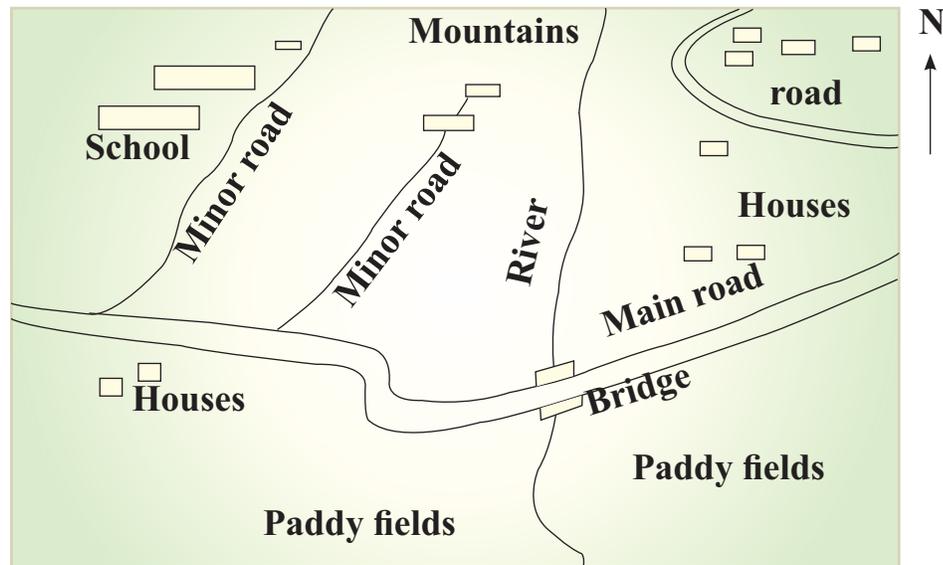


Figure 1.14
The sketch map of the landscape of the school

There is a clear difference between the picture and the sketch map.

- Some features in the picture are shown in three dimensionally.
- Those features in the map are shown as plain figures.
- Shape, distance and location of geographical features can be shown clearly in a map than in a picture.

Activities

1. Using internet facilities or photographs, obtain the pictures of the landscapes of two urban and two rural schools.
2. Observe those landscapes and write three differences you can identify.

Assignment

Draw a sketch map of the landscape surrounding your school similar to the figure 1.4. Consider the facts given below.

The facts to consider when drawing the map,

- Observe the landscape of the immediate surroundings of your school.
- Note down the locations and the features of the mountains, rivers, streams, roads, cultivated lands and public buildings on a paper.
- After that, use colours and create a picture of the landscape.
- Draw the sketch map of the landscape according to the picture.
- When drawing the map, include specific features of the landscape (Rivers, streams, roads, etc.).
- Use symbols that are easy to indicate the information on the map.
- Indicate the North of the map.
- Consider the shape, size of the features of the landscape and the distance when drawing the map.
- Include a key in the map in order to make it easy to identify the features.

Glossary

• Location	- இங்கிலா	- அமைவிடம்
• Administrative Division	- பரீபாලන කොට්ඨාසය	- நிர்வாகப் பிரிவு
• Province	- පළාත	- மாகாணம்
• District	- දිස්ත්‍රික්කය	- மாவட்டம்
• Divisional Secretariat Division	- ප්‍රාදේශීය ලේකම් කොට්ඨාසය	- பிரதேச செயலாளர் பிரிவு
• Grama Niladhari Division	- ග්‍රාම නිලධාරී කොට්ඨාසය	- கிராம சேவகர் பிரிவு
• Plan	- දළ සැලැස්ම	- திட்டப்படம்
• Direction	- දිශාව	- திசை
• Compass	- මාලිමා යන්ත්‍රය	- திசையறிசுருவி
• Internet	- අන්තර්ජාලය	- இணையம்
• Weather	- කාලගුණය	- வானிலை

● Mist	- மீழ்வு	- பனி
● Solar heat	- சூரியநிலை	- வெப்பம்
● Temperature	- சூழல்நிலை	- வெப்பநிலை
● Rainfall	- வறட்சிநிலை	- மழைவீழ்ச்சி
● Water vapour	- நீர்வாষியம்	- நீராவி
● Evaporation	- வாய்ப்பாடு	- ஆவியாதல்
● Condensation	- காந்தல்	- ஒடுங்குதல்
● Winds	- காற்று	- காற்று
● Cyclones	- சுழற்சி	- சூறாவளி
● Mild winds	- மென்மையான காற்று	- மென்காற்று
● Storm	- கடுங்காற்று	- கடுங்காற்று
● Clouds	- மேகம்	- முகில்
● Thermometer	- வெப்பமானி	- வெப்பமானி
● Rain Gauge	- மழைமானி	- மழைமானி
● Wind direction indicator	- காற்று திசைக்காட்டி	- காற்று திசைக்காட்டி
● Anemometer	- காற்று விசைமானி	- காற்று விசைமானி
● Wind speed	- காற்றின் வேகம்	- காற்றின் வேகம்
● Landscape	- நிலக்காட்சி	- நிலக்காட்சி
● Geographical features	- புவிவியல் அம்சங்கள்	- புவிவியல் அம்சங்கள்
● Three dimension	- முப்பரிமாணம்	- முப்பரிமாணம்
● Transpiration	- சுவாசித்தல்	- சுவாசித்தல்
● Precipitation	- மழைவீழ்ச்சி	- மழைவீழ்ச்சி
● Surface runoff	- கழிவு நீரோட்டம்	- கழிவு நீரோட்டம்
	(அபிவிருத்தி)	