



# CIVIC EDUCATION

Teacher's Guide  
(To be implemented from 2015)

Grade

6



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

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Civic Education  
Grade 6  
Teacher's Guide

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

The first phase of the new competency based curriculum, with a 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007, This replaced replacing the existing content based education system with the basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to Grades 6, and 10 starts from 2015. For this purpose, the National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlaps in the subject content and to reduce the content over loading in the subjects to produce a more student friendly and implementable curriculum.

A new format has been introduced to the teachers' guides with the aim of providing teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities, measurement and evaluation.

These guidelines will help teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is already covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system to a student centered and more activity based education system. This is in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource for the world of work.

I would like to take this opportunity to thank the members of Academic Af fairs Board and Council of the National Institute of Education and all the resource persons who have immensely contributed in developing these new teachers' guides.

Director General  
National Institute of Education

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## **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 where 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 sphere 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 and 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 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.

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

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## **Instructions to a Use the Teacher's Guide**

The subject Life Competencies and Civic Education implemented for Grades 6-9 from 2007 comprised two parts. Accordingly, part I was called Life Competencies and Part II was called Civic Education. In the implementation of the subject at school level, its existence as two parts gave rise to practical problems in the learning, teaching and evaluation process. In this regard, this subject is planned to be implemented as a single subject from 2015, taking into consideration the views of subject experts, teachers as well as those of students and the results of research findings.

Here the similarities between the subject content of Life Competencies and Civic Education for grades 6-9 were taken into consideration and the content was organized suitably as a new subject. Accordingly, this has been presented so as to facilitate the learning, teaching and assessment process better and to meet the objectives of the subject.

As such, the subject Civic Education for grade 6-11 is to be implemented as a single subject from 2015. In this regard, Grades 6-9 are assigned two periods a week while Grades 10 -11 are assigned three periods a week for the subject.

The teacher has the freedom to use various learning, teaching and assessment methodologies in order to cover the subject content, included in this Teacher's Guide. The freedom is provided for the teachers to use in the classroom without any changes or to develop them creatively further to be presented to the class. The teacher's role in facilitating the study of the content of this subject meaningfully is important. In addition to the use of the Teacher's Guide. It is essential to consider the subject matter included in the text book under topic and the related activities. As the quality inputs in the Teachers Guide are only examples, teachers are free to change them accordingly.

When using the Teacher's Guide the learning teaching process should be implemented in order to achieve the competencies, competency levels and learning outcomes given in the Teacher's Guide. In this regard the Teacher Instructional Manual of Life Competencies and Civic Education Grade 6 published in 2007 can also be used.

We expect that the students are directed to study the required by subject providing at least 50% of practical based learning opportunities in order to achieve the objectives of the subject, Civic Education. In this regard we kindly request you to direct to use your constructive ideas and suggestions.

Project Team

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# **Civic Education**

## **Syllabus**

### **Grade 6**

(To be implemented from 2015)

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## Introduction

The subject Life Competencies for Grades 7, 8 & 9 was introduced to the curriculum for the first time from 2000 onwards according to the proposals for Education Reforms of 1999. Civic Education, Geography and History were introduced to Grades 6–11 in place of the subjects History and Social Studies from 2005 onwards according to the report of the National Education Commission. By that time the subject Life Competencies had been implemented.

Sections of the subjects Life Competencies and Civic Education were combined and introduced to Grades 6–9 under the Education Reforms of 2007. For Grades 10–11 the name of the subject was changed to Civics and Governance.

Accordingly, the subject Life Competencies was implemented as the part I and Civic Education as the part II for Grades 6–9.

- ✕ Taking the practical problems that cropped up in its implementation in this manner as well as research findings, views of teachers and master teachers into consideration, it was felt that it would be more effective if the subject was implemented as a single subject instead of as two subjects.

The syllabus was restructured by taking into consideration the similarities of the subject sections and combining them and implementing it as a single subject for Grades 6–9.

Accordingly, subject areas of Life Competencies were combined with subject areas of Civic Education and unified, taking this need into consideration.

## 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.

- ⌘ 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.

## 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: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

✕.

### (ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, teamwork, 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, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes 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;
- discover their vocational interests and aptitudes;
- choose a job that suits their abilities; and
- engage in a rewarding and sustainable livelihood;

⌘:

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

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 our 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 of Sri Lanka.
12. Contribution to the lasting development of Sri Lanka through building up of a sustainable pattern of life.

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
<p><b>Our School</b></p> <p>6.1 Contributes to the development of the school society as an active member .</p>	<p>6.1.1 Investigates the beginning and expansion of the school.</p>	<ul style="list-style-type: none"> <li>• Initial background</li> <li>* Reasons that contributed to the commencement</li> <li>* How it was founded</li> <li>* Founders</li> <li>* Where begun first</li> <li>* Background of the village / town at the time the school was commenced</li> <li>* Socio-economic affairs</li> <li>* Means of sustenance</li> <li>* Outstanding past students produced by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the initial background of the school.</li> <li>• Appreciates the service rendered by the founders of the school.</li> <li>• Presents information about the socio-economic background of the village /town when school was commenced.</li> <li>• Expresses views appreciating the services rendered by the school.</li> </ul>	<p>02</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>6.1.2 Investigates the organizational structure of the school.</p>	<ul style="list-style-type: none"> <li>• Organizational structure of the school</li> <li>• Responsibilities and duties that devolved upon the various officials and roles of the organizational structure of the school</li> <li>• How the implementation of the duties and responsibilities of the individuals holding various offices influenced the success of the school</li> <li>• That every member is a part of the organizational structure of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Draws the organizational structure of the school.</li> <li>• Explains how various officials perform their responsibilities and duties towards the effectiveness of the school.</li> <li>• Expresses views accepting the fact that each individual as a part of the organizational structure must make a positive contribution.</li> </ul>	<p>02</p>



Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>6.1.3 understands the necessity of information about oneself as a member of the school society .</p>	<ul style="list-style-type: none"> <li>• Oneself 's identity</li> <li>* Our own name and age</li> <li>* Home Address</li> <li>* Date of admission to school and admission number</li> <li>• Oneself 's good qualities</li> <li>• Oneself 's skills</li> <li>* Action that needs to be taken to improve our good qualities and skills</li> <li>• Oneself 's weaknesses</li> <li>* Action that needs to be taken to minimize these weaknesses</li> <li>• Obstacles that each students faces</li> <li>* Action that can be taken to overcome such obstacles</li> <li>• Opportunities provided by the school to develop oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Provides self information proving their individual identity in the school.</li> <li>• Works to improve their own good qualities.</li> <li>• Identifies their own good qualities and works to improve them.</li> <li>• Identifies their own weaknesses and works to minimize them.</li> <li>• Identifies onelf's obstacles in life and works to overcome them.</li> <li>• Makes the maximum use of opportunities available in the school to develop oneself .</li> </ul>	<p>02</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.1.4 Carries out relevant task with a plan and organization as a member of the school society .	<ul style="list-style-type: none"> <li>• Implementation of daytoday task according to a plan</li> <li>* Tasks to be performed from the time oneself awakes up until the time oneself goes to bed</li> <li>* Arriving early at school</li> <li>* Bringing class texts etc according to the timetable</li> <li>* Working according to the school timetable</li> <li>* Making effective use of time</li> <li>* Assisting in the planning and implementation of the cleaning program of the school and classrooms</li> <li>* Implementation of school beautification matters</li> <li>* Working according to a plan in the classroom and on special occasions of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Performs daytoday tasks according to a plan.</li> <li>• Expresses views appreciating the importance of performing tasks according to the wellbeing of the school.</li> <li>• Exhibits the ability to perform well in different situations.</li> </ul>	03

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.1.5 Conforms to the rules and regulations and traditions within the school culture.	<ul style="list-style-type: none"> <li>• <b>Rules and regulations of the school</b> <ul style="list-style-type: none"> <li>* Reasons why a system of rules is essential in the school, need for awareness of rules, submission to rules</li> </ul> </li> <li>• <b>Rules and regulations of the school</b> <ul style="list-style-type: none"> <li>* Punctuality to school</li> <li>* Coming to school dressed in school uniform tailored to correct measurements</li> <li>* Remaining in school during school hours</li> <li>* Involvement in studies according to school time table</li> <li>* Respecting school principal and teachers</li> <li>* Respecting student leaders, class teachers and fellow students</li> <li>* Respecting rules of the school</li> </ul> </li> <li>• <b>Traditions</b> <ul style="list-style-type: none"> <li>* Identifying and respecting traditions</li> <li>* Conforming to traditions and the importance of safeguarding traditions</li> <li>* Symbols that reflect the identity of the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the necessity of a set of rules and regulations for the wellbeing of the school.</li> <li>• Identifies and practises the traditions of the school.</li> <li>• Accepts the fact that obeying the rules and regulations helps to protect the rights of the others.</li> <li>• Contributes to the dignity and honour of the school by performing duties well.</li> <li>• Respects the symbols that reflect the schools identity.</li> </ul>	04

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
		<ul style="list-style-type: none"> <li>• <b>School Anthem</b> <ul style="list-style-type: none"> <li>* Need for a school anthem</li> <li>* Most school anthems are composed equating the school with the concept of the mother</li> <li>* Meaning of the school anthem</li> <li>* Occasions when it is sung</li> <li>* Showing proper respect when sung</li> </ul> </li> <li>• <b>School Flag</b> <ul style="list-style-type: none"> <li>* What the colours and symbols signify</li> <li>* Occasions when the flag is raised and methods</li> <li>* How respect for it should be shown</li> <li>* Importance of showing respect</li> </ul> </li> <li>• <b>School Uniform</b> <ul style="list-style-type: none"> <li>* Standards of school uniform</li> <li>* Simplicity</li> <li>* Being methodical</li> <li>* Uniformity</li> </ul> </li> </ul>		

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
		<ul style="list-style-type: none"> <li>• <b>School official emblem/crest</b> <ul style="list-style-type: none"> <li>* What the colours and symbols express</li> <li>* When used</li> </ul> </li> <li>• <b>Motto</b> <ul style="list-style-type: none"> <li>* Ideas expressed by it</li> <li>* That it should be an example to life</li> </ul> </li> <li>• <b>Expression of vision and mission of the school</b> <ul style="list-style-type: none"> <li>* Service rendered to society by the school</li> <li>* Views and ideas expressed regarding the school to be learned by students</li> </ul> </li> </ul>		

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>6.1.6 Discharges their own duties and responsibilities while enjoying their individual rights as a member of the school society .</p>	<ul style="list-style-type: none"> <li>• Oneself’s rights as a student of the school</li> <li>• Steps taken to confirm these rights</li> <li>• Duties related to these rights                             <ul style="list-style-type: none"> <li>* Behaving so as not to harm the dignity and honour of the school</li> <li>* Being disciplined and lawful</li> <li>* Safeguarding identify</li> <li>* Working in cooperation and equality</li> <li>* Works for the protection of the physical environment of the school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expresses views accepting the fact that equal rights should be given to each student in the school.</li> <li>• Explains the importance of performing duties well while enjoying the rights as student.</li> <li>• Works cooperatively and equally as a member of a school society .</li> <li>• Contributes to protect the physical environment of the school.</li> </ul>	<p>02</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.1.7 Functions with understanding of teacher-student duties.	<ul style="list-style-type: none"> <li>• Implementation of mutual duties between teachers and students</li> <li>• Delegation of duties and responsibilities among students</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the responsibilities of a student and practises them.</li> <li>• Explains the importance of performing responsibilities as teachers towards students.</li> <li>• Describes the importance of performing mutual duties as students.</li> </ul>	01

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.1.8 Investigates relations between the school and society .	<ul style="list-style-type: none"> <li>•Maintenance of mutual relations between the school and society</li> <li>• Services of the school to society and of society to the school</li> <li>• Various relations between society and the school eg:- Parents / past pupils / well-wishers / state organizations / non-government organizations / people's representations</li> <li>•How these relations are utilized for the progress of the school and society</li> <li>•Necessity of society for the existence of the school and the necessity of the school for the existence of society</li> <li>•That safeguarding the school is a collective responsibility</li> <li>• The role of students, teachers and the community in ensuring for the development of a child friendly school society</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the mutual relations between the school and society.</li> <li>• Describes how the mutual relations between the school and society helps to develop society.</li> <li>• Explains that safeguarding the school is not only a social responsibility but also a duty .</li> <li>• Explains the importance of building up a child-friendly school by the students, teachers and the community .</li> </ul>	04



Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
<p><b>The area we live in</b></p> <p>6.2 Gets the human and physical resources of the area to contribute to the wellbeing of society .</p>	<p>6.2.1 Appreciates the resources of the area and takes action for their conservation.</p>	<ul style="list-style-type: none"> <li>• Location of the students local area</li> <li>* Province</li> <li>* District</li> <li>* Provincial Secretary' s Division</li> <li>* Grama Niladhari' s Division</li> <li>• Identification of physical resources eg:- Air / water / soil / minerals / mountains / streams / rivers / jungles / natural flora / wildbeasts</li> <li>• Making effective use of resources according to modern individuals and socio-economic needs</li> <li>• Conservation and making frugal use of physical resources of the area as they are limited</li> <li>• Identification of human resources</li> <li>• Human resources are constructed based on the intellectual and physical abilities of man eg:- Human resources based on intellectual abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the location of the students' own local area using administrative units.</li> <li>• Identifies and names the physical resources of the area.</li> <li>• Explains the importance of conservation and frugal use of physical resources of the area.</li> <li>• Suggests ways for human resource development.</li> </ul>	<p>07</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.2.2 Exhibits readiness to live in co-operation with the residents of the area.	<ul style="list-style-type: none"> <li>• Qualitative improvement of human resources</li>   <li>• Instances where co-operation with the other residents of the area are highlighted               <ul style="list-style-type: none"> <li>* Instances where the unity and active co-operation becomes necessary for the progress of our own family as well as that of the area</li> </ul> </li> </ul> <p>Eg:- Construction of tanks / dagabas / kovils / churches instances of marriages / bereavement / religious occasions / harvesting / dansal / Katina religious occasions / processions / shramadana.</p> <ul style="list-style-type: none"> <li>• Benefits of working in co-operation</li> <li>* Possibility of working in co-operation.</li> <li>* Building of goodwill between individuals</li> <li>* Improvement of unity and brother/ sisterhood</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the situations where residents can work cooperatively.</li> <li>• Expresses views appreciating cooperative work.</li> </ul>	06

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
		<ul style="list-style-type: none"><li>• Ability to perpetuate ancestral customs and manners</li><li>• Possibility of achieving through co-operation which cannot be achieved with money</li><li>• The pleasure and satisfaction of working in co-operation</li></ul>		

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.2.3 Engages in oneself 's activities with the understanding that various individuals and organizations are necessary for our own daytoday existence.	<ul style="list-style-type: none"> <li>• The difficulty of fulfilling our own needs by oneself when an individual lives in society</li> <li>• The necessity of the assistance of various individuals and organizations for that purpose</li> <li>• The birth of individuals and organizations in society to perform various tasks</li> <li>• Those who help us and services rendered. eg:- Grama Niladhari, Samurohi Of ficer , Family Health mid-wife, Public Health Inspector , Postman, Police Officer</li> <li>• Institutions that help us and the services rendered by them Eg:- Provincial Secretary' s Of fice, Local Government Bodies, (Municipalities, Urban Councils, Pradeshiya Saba) School, Hospitals, Police Station</li> <li>• Services provided by places of religious worship, societies and institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Names the people and organizations that help to fulfil social needs</li> <li>• Lists the services rendered by the different people and organizations separately.</li> <li>• Appreciates the services of the organizations built up by society to fulfil the needs of people</li> <li>• Explains the duties and responsibilities of the people who serve us and the people who get the service from them</li> </ul>	07

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
		<p>Places of Religious Worship</p> <ul style="list-style-type: none"> <li>↳ Buddhist - temple</li> <li>↳ Hindu- Kovil</li> <li>↳ Muslim -mosque</li> <li>↳ Christian/R.C - Church</li> </ul> <p>* The identification of temples, kovils churches etc in one's area</p> <ul style="list-style-type: none"> <li>• Services provided by places of religious worship</li> <li>* Development of men and women spiritually</li> <li>* Development of obedience, discipline and moral rectitude</li> <li>* Development of qualities like kindness, concern, loving kindness of patience</li> <li>* Provision of knowledge of the religion</li> <li>* Satisfaction of religious needs of society               <ul style="list-style-type: none"> <li>eg (- At Alms giving</li> <li>At Funeral</li> <li>At Wedding</li> </ul> </li> <li>* Provision of advice and blessings</li> </ul>		

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
		<p style="text-align: center;">eg :- In instance of conflicts, family disputes, conduct of associations and societies</p> <ul style="list-style-type: none"> <li>• Ensuring the security of society by building good relations between religious institutions and society</li> <li>• Societies and Associations in the area People have established various societies for the fulfillment of social, economic, cultural and environmental needs eg:- Co-operative Society, Farmers' Society, Fisheries Society, Rural Development Society, Buddhist Society, Funeral Society, Sports Clubs etc.</li> <li>• Services rendered by the societies and associations in the area</li> <li>• Duties of service of givers and service receivers</li> </ul>		



Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>6.3.3 Works with a good sense of discipline and decorum.</p>	<ul style="list-style-type: none"> <li>• Identification of "discipline" and "decorum"</li> <li>• All three aspects of learning, teaching and training should be inculcated for decorum</li> <li>• The need for an individual to maintain discipline and decorum right through one's life</li> <li>• The importance of maintaining discipline and decorum</li> </ul>	<ul style="list-style-type: none"> <li>• Describes common qualities that develop a sense of discipline and decorum.</li> <li>• Explains the importance of maintaining oneself's sense of discipline and decorum throughout life.</li> <li>• Works with a sense of discipline and decorum in everyday life.</li> </ul>	<p>02</p>
	<p>6.3.4 Accepts what is worth as worthy and rejects what is barren as barren.</p>	<ul style="list-style-type: none"> <li>• Identification of worthy things implemented in society</li> <li>• Acceptance of things relevant to the wellbeing of society as worthy</li> <li>• Identification of barren things implemented in society and rejecting them</li> <li>• Learning to treat barren things that contribute to the deterioration of society and rejecting them</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates the worthy things from barren things in society.</li> <li>• Suggests the ways to live according to worthy things in society</li> <li>• Explains how to reject barren things existing in society.</li> </ul>	<p>02</p>





Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	<p>6.3.7 Safeguards public property with a sense of responsibility .</p>	<ul style="list-style-type: none"> <li>• Introducing public property</li> <li>• Features of public property</li> <li>• Protection of public property and its importance</li> <li>• Action that can be taken to protect public property</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts the fact that the government has spent a lot to provide and maintain public property .</li> <li>• Explains the ways of protecting public property .</li> <li>• Makes the community aware of the importance of protecting public property .</li> <li>• Uses public property to fulfil our own their own needs by protecting them.</li> </ul>	<p>02</p>

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.3.8 Contributes actively to lasting development through conservation of the environment.	<ul style="list-style-type: none"> <li>• Introducing "Environment"</li> <li>• That the environment is essential for our existence</li> <li>• That man too is a part of the environment</li> <li>• Damage caused to the environment by the actions of man</li> <li>• Making frugal use of the resources of the environment and that the environment should be protected for future generations</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses ways of actively contributing towards the conservation of the environment.</li> <li>• Describes the importance of environmental conservation and the advantages of this</li> <li>• Expresses views that each individual must work as a part of the environment.</li> <li>• Explains the importance of the protection of the environment for future generation.</li> </ul>	03

Competencies	Competency Level	Subject Content	Learning Outcomes	No. of Periods
	6.3.9 Appreciates local things with pride.	<ul style="list-style-type: none"> <li>• Introduction to local things</li> <li>* Local culture</li> <li>* Local resources</li> <li>* Local products</li> <li>• Importance of appreciating local things</li> <li>• Protection of local things</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information on Sri Lankan cultural heritage with pride.</li> <li>• Collects information on local products and indigenous plants.</li> <li>• Appreciates and describes local things with pride.</li> <li>• Explains ways of protecting the Sri Lankan heritage.</li> </ul>	03

# Instructions for the Learning - Teaching Process

## 6.1 Our School

In the past , education in Sri Lanka was focused on the Temple and Pirivena. Apart from this the "Gurugedara" was also a centre of education. The curriculum of that time included not only academic education but also technical education with various professions as the basis.

But with population growth as a result of social expansion and the resultant complexity of the needs of society, social leaders took action to institute schools. As a result of this state as well as private schools were born.

The school is the main agent of socialization among the numerous agents that shape the individual to meet the needs of society. As such, the school can be considered as one facet of society. The main factor that confirms the existence of society is the school.

Some of the most important services rendered by the school are confirmation of how the individual should coexist in society as well as showing respect for each other, performing oneself's duties while motivating each individual to enjoy our own rights. Apart from these, the child derives a whole body of experiences as a member of the place where the child spends the greatest amount of time outside their family unit. Therefore, after becoming a member of the school society, it is expected to motivate the child to study matters related to the commencement and expansion of the school, the social structure it is built on, the importance of establishing our own identity, the value of performing our own tasks according to a sound plan, show respect for our school and the relationship that exists between the school and society.

## Competency

- Contributes to the development of the school society as an active member .

## Competency Level

6.1.1 Investigates the beginning and expansion of the school.

## Number of periods : 02

## Learning Outcomes

- Explains the initial background of the school.
- Appreciates the service rendered by the founders of the school.
- Presents the information about the socio-economic background of the village /town when school was commenced.
- Expresses views appreciating the services rendered by the school.

## Instructions for lesson planning (Plan the lessons including the subject content given below) .

- Inaugural background
  - Root causes leading to inaugurationExamples:-
  - Growth of population
  - Absence of a school in the proximity
  - State policy
  - Societal need
- How inaugurated
  - Examples:- As a state school / Private gift / As a gift of an individual of standing/ Philanthropist / As a place of religious worship / a place of religious worship as the base etc.
- Individuals who pioneered its establishment
  - Examples:- A village leader / Philanthropist etc.
- Place and year of establishment
- Landmarks in the growth of the school
  - Examples:-
    - Elevation of school as a Maha Vidyalaya
    - Its elevation as a Central College
- Background of village/town at the time of inauguration of school
  - Examples:-
    - Socio-economic activities
    - Means of livelihood
- Outstanding past students produced by the school
  - Examples:-
    - Social Workers
    - Officers in various vocations
- (Direct students to assess the school with a sense of pride as an institution that renders a signal service to society)

### **Quality Inputs**

To cover this competency the following items can be taken as quality inputs. Log book of the school, articles, magazines published by the school on different occasions, and get information from resource persons who know the school well.

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

Get the students to prepare an article to include in a wallpaper about the history of the school. Use suitable criteria to assess.



## Competency Level

6.1.2 Investigates the organizational structure of the school.

**Number of Periods :** 02

## Learning Outcomes

- Draws the organizational structure of the school.
- Explains how various officials perform their responsibilities and duties towards the effectiveness of the school.
- Expresses views accepting the fact that every individual as a part of the organizational structure must make a positive contribution.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Organizational structure of the school
  - This organizational structure could vary according to the number of members on the staff and the number of students on roll. Present the organizational structure relevant to your school.
- The various roles of the organizational structure of the school and the responsibilities and duties devolving on the different officers.
  - Principal
  - Teachers
  - Non academic staff(Discuss matters relevant to each role)
- The influence brought upon the success of the school as a result of each individual bearing various offices, fulfilling individual responsibilities and duties.
- That every member is a shareholder in the organizational structure of the school.

## Quality Inputs

Rough copy of the organizational structure of the school. (Model organizational structure is given in the textbook).

## Instructions for Assessment and Evaluation

Assess the students considering the facts presented by them about the various roles of the organizational structure, their responsibilities and duties and the organizational structure of the school in order to achieve the learning outcomes.

## Competency Level

- 6.1.3 Understands the necessity of information about oneself as a member of the school society.

## Number of periods : 02

## Learning Outcome

- Provides self information proving their individual identity in the school.
- Works to improve their own good qualities.
- Identifies their own good qualities and works to improve them.
- Identifies their own weaknesses and works to minimize them.
- Identifies their own obstacles in life and works to overcome them.
- Makes the maximum use of opportunities available in the school to develop oneself .

## Instructions for lesson planning (Plan the lessons including the subject content given below).

(Discuss how the text book provides information that assists each individual to build up their own identity and to develop their skills, as a student)

- Information relevant to build up their own identity
- Their own good qualities/ characteristics
- Their own skills

Examples:- Tasks involving learning/ sports/ games activities/ co-curricular activities/ building up of good social relations / aesthetic activities/ making effective use of time.

- Identification of our own weaknesses
  - Providing guidance to each student to identify their weaknesses
  - Explain what action their should take to minimize these weaknesses.
- Obstacles/challenges each individual student faces
  - Provision of the opportunity for the identification of the obstacles that surface in the pursuit of anticipated targets.
  - Suggest actions that need to be taken to overcome such obstacles.
- Opportunities provided by the school for each student's own development

Examples:-

- Provision of substantial education

- Sports and leadership training
- Development of wholesome attitudes
- Development of social skills

- Providing guidance to build up skills targets for life in order to lead a conducive social life.
- Provision of opportunities for the achievement of such goals as well as for their individual development.

### Quality Inputs

Prepare a bio-data form in order to get information proving each individual student's identity (a sample structure is given in annexe 6.1.3.1)

### Instructions for Assessment and Evaluation

Assess the students considering the completion of bio-data form.

Complete the bio-data form given below to show your identity (Annexe 6.1.3.1)

(Annexe 6.1.3.1)

Bio data sheet									
1. Name with initials:-	..... .....								
2. Date of birth:-	.....								
3. Age as of 1st January this year:-	<table border="0"><tr><td></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr><tr><td>Year</td><td>Months</td><td>Days</td><td></td></tr></table>		<input type="text"/>	<input type="text"/>	<input type="text"/>	Year	Months	Days	
	<input type="text"/>	<input type="text"/>	<input type="text"/>						
Year	Months	Days							
4. Private address:-	.....								
5. Phone Number (If available) :-	.....								
6. Name of individual to be contacted in an emergency and address	..... .....								
His/Her phone number (If available) :-	.....								
7. Name of your school:-	.....								
8. Address:-	..... .....								
9. Phone number of school:-	.....								
10. Date of admission to school:-	.....								
11. Distance from school to your residence:-	.....								
.....	.....								
Date	Signature								

## Competency level

6.1.4 Carries out relevant task with a plan and organization as a member of the school society .

**Number of periods:** 03

## Learning Outcomes

- Performs daytoday tasks according to a plan.
- Expresses views appreciating the importance of performing tasks according to the wellbeing of the school.
- Exhibits the ability to performwell in different situations.

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

- Carrying out daytoday activities according to a plan.
  - The importance of a plan and organization in the performance of their own daytoday activities from rising in the morning until going to bed at night.

Examples-

- Going to school before the prescribed time
- Taking books etc to school according to the timetable
- Working according to the timetable
- Making effective use of time
- Implementing cleaning tasks of the school and the class according to a plan and assisting those involved
- Maintenance of tasks involving the beautification of the environment
- Adherence to a plan during special occasions in the school and class

Examples:-

- Sports meets/ Concerts/ Prize givings/ teacher felicitations/ Children's days/ etc. (Direct students to plan such an event)

## Quality Inputs

Prepare a timetable to perform daytoday activities effectively, cleaning the class and beautification of the school

## Instructions for Assessment and Evaluation

Assess the students considering how they perform the assigned tasks.

## Competency Level

6.1.5 Conforms to the rules regulations and traditions within the school culture.

**Number of Periods:** 04

## Learning Outcomes

- Explains the necessity of a set of rules and regulations for the wellbeing of the school.
- Identifies and practises the traditions of the school.
- Accepts the fact that obeying the rules and regulations helps to protect the rights of the others.
- Contributes to the dignity and honour of the school by performing duties well.
- Respects the symbols that reflect the schools identity .

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

- Reasons why a system of rules is necessary for the school
  - for the wellbeing of the school
  - in order to fulfil the aims expected of the school
  - order to safeguard the rights of the members of the school
- Importance of awareness regarding rules and regulations
  - to observe rules well
  - to safeguard the rights of others
  - to enjoy their own rights
  - to fulfil their own responsibilities and duties well
- Obedience to rules and regulations
  - that obedience to rules and regulations contributes to the welfare of the school
  - that violation of rules and regulations is damaging to the wellbeing of the school
- Rules and regulations existing in the school
  - arriving in school before the prescribed time
  - coming to school dressed in a uniform tailored to set standards
  - remaining in school within school time
  - involvement in studies according to the timetable
  - respecting the principal and the staff
  - respecting prefects, class monitors, and brother/sister students

- Traditions
  - identification and respecting traditions
  - that traditions should be safeguarded

Examples:- Traditions with regard to the morning assembly of the school

  - Traditions with regard to sports meets/prize giving ceremonies  
(Explain the importance of the identification of traditions specific to their own school and conformity to these)
  - Importance of safeguarding traditions
    - protecting the identity of the school
    - handing these down to the future generation of students
    - building up of the pride of the school
    - building up of the educability in students
    - birth of a generation endowed with pride and self-respect
  
- Symbols representative of the identity of the school
  - The School Anthem
    - the necessity of a school anthem
    - most school anthems being composed to treat the school as a mother
    - explaining the meaning of the school anthem
    - occasions where it is sung
    - show of proper respect show when it is sung
    - (Provide the students with training in singing the school anthem)
  - School Flag
    - what the colours symbolize
    - occasions when the flag is hoisted
    - how the flag is hoisted correctly
    - how respect for it should be shown
    - importance of respecting it
    - (Provide practical training to students in the hoisting of the flag)
  - The School uniform
    - simplicity
    - methodically
    - equality
    - that the uniform is expressive of the identity of the school
    - that the honour of the uniform should be safeguarded
  - School Official Emblem/ Crest
    - what the colours symbolize
    - when it is used

Examples:- Along with the school uniform

- stationary issued by the school
- that the school emblem expresses the status of the school

-Motto

- the idea behind it
- that it should be an example for life

-Vision of the school

what the vision of the school implies

-Mission of the school

- The service rendered by the school for the achievement of things of visual significance
- What famous intellectuals have generally expressed about the school

### **Quality Inputs**

Leaflets with the school song, school emblem, school flag, get the help of the music teacher

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

Assess the students considering their performance in groups / individual related to the lessons

## Competency Level

- 6.1.6 Discharges their own duties and responsibilities while enjoying their individual rights as a member of the school society.

## Number of periods: 02

## Learning Outcome

- Expresses views accepting the fact that equal rights should be given to each student in the school.
- Explains the importance of performing duties well while enjoying the rights as student.
- Works cooperatively and equally as a member of the school society.
- Contributes to protect the physical environment of the school.

## Instructions for lesson planning (Plan the lessons including the subject content given below).

- Rights each individual is entitled to as a student.

Examples:-

- The right to education
- The right to participation in sports and entertainment
- The right to use the library
- The right to protection
- The right to develop their own skills

Steps taken for the confirmation of these rights:

Examples:- Provision of free education

- Provision of free text books and uniforms
- Provision of library and laboratory facilities

- Duties related to these rights

Examples:-

- Decorous behavior
- Learning well
- Developing their individual skills
- Safeguarding school equipment
- Respecting the rules, regulations and traditions of the school
- Respecting other members of the school
- Behaving so as to avoid harming the good name and dignity of the school
- Safeguarding their own identity
- Acting with a sense of equality and co-existence
- Taking action to safeguard the physical environment of the school



- The school society is diverse  
Examples:- According to gender , ethnic group, religions, age etc.
- That every student is entitled to equal rights within the school society

### **Quality Inputs**

Prepare enough task sheets to distribute among students.

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

Assess them considering the views of the students about their duties and rights, rights to protection, existence, participation and skill development.

## Competency Level

6.1.7 Functions with understanding of teacher-student duties.

**Number of periods :** 01

## Learning outcomes

- Identifies the responsibilities of a student and practises them.
- Explains the importance of performing responsibilities as teachers towards students.
- Describes the importance of performing mutual duties as students.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- It is important that the bearing which the mutual fulfillment of the duties and responsibilities between teachers and pupils has upon the effectiveness of education is emphasized.
- Duties that student should fulfil with respect to their teachers
  - rising up from seat on seeing their teachers
  - helping where necessary
  - accepting advice and praise and acting accordingly
  - being involved learning activities, maintaining good relations with the teacher
  - obeying teachers and listening well
- Duties that devolve upon the teachers with respect to students
  - teaching students to be well behaved
  - teaching in such a way so that students to understand well and absorb what is taught
  - the organization and implementation of activities
  - providing proper direction through instruction and guidance
  - providing technical and academic knowledge for a good social life
  - introduction of students to society
  - provision of protection and security necessary for students
- Duties and responsibilities of students to students
  - working co-operatively
  - respecting the rights of others
  - acting in the context of equality
  - provision of correct instruction and guidance
  - inclination for good acts
  - helping brother/sister students where necessary
  - if there are students with special needs, helping them

### **Quality Inputs**

Get the help of a resource person to explain the teacher, pupil duties.

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

Assess the students considering the awareness of teachers', pupil's duties and their student responsibilities.

## Competency Level

6.1.8 Investigates relations between the school and society .

**Number of periods :** 04

### Learning outcomes

- Describes the mutual relations between school and society.
- Describes how the mutual relations between school and society helps to develop society.
- Explains that safeguarding the school is not only a social responsibility but also a duty .
- Explains the importance of building up a child-friendly school by the students, teachers and the community .

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

- Existence of a mutual relationship between the school and society  
Examples:-
  - The guidance and training for the wellbeing of society got from the school.
  - That the school is of tremendous service in the passing on of the culture to the next generation
- Services provided by the school to society
- Services rendered by society to the school  
Examples:-
  - Assisting the development activities of the school
  - Safeguarding the school property
- The various relations that exist between the school and society
  - The school development community contributing through the school development committee
  - The community contributing to the development of the school through school upliftment committee
  - The past student society and wellwishers helping in the advancement of the school
  - Help provided to the school by representatives of the public/ state organizations /NGO's
- How these relations are utilized for the improvement of the school and society
- Necessity of society for the existence of the school and the necessity of the school for the existence of society
- That safeguarding the school is a collective responsibility
- The function of students, teachers and the community for the development of a child friendly school society

### **Quality Inputs**

Leaflets on mutual relationship that exist between the school and society, information about child friendly schools, resource persons.

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

Assess the students considering their responses, participating in discussion in the school, safeguarding the school relationship between the school, and the child friendly schools, and the development of participation in discussions.

## 6.2 Area we live in

We cannot live alone in society as we all are social beings when we live in society. Being an adjustable person and respecting to the diversity of society is essential and important.

We must be sensitive to our birthplace and should have a bond between the human and physical resources, It is very important that we engage with there and here an appreciation of the locality and in to resources and help others to conserve these.

We need to inculcate in ourself and in others skill of living harmoniously with not only our neighbours but all other citizens.

## Competency

- Gets the human and physical resources of the area to contribute to the wellbeing of society.

## Competency level :

6.2.1 Appreciates the resources of the area and takes action for their conservation.

**No of periods : 07**

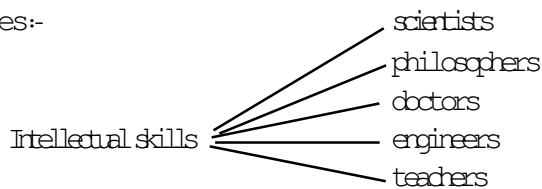
## Learning outcomes

- Explains the location of the students' own local area using administrative units.
- Identifies and names the physical resources of the area.
- Explains the importance of conservation and frugal use of physical resources of the area.
- Suggests the ways for human resource development.

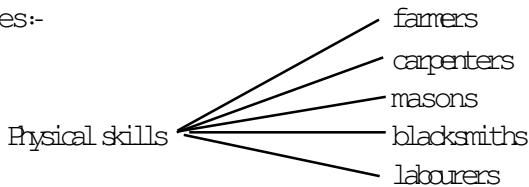
## Instructions for lesson planning (Plan the lessons including the subject content given below)

- Location of the area
  - Province – Ask the student to study the location of his/ her area through the administrative units
  - District:-
  - Divisional Secretariat Office :- Name / Number
  - Provincial Administration of file:-
  - Name of the village and if there is any special reason for that name: (legend/other reasons)
  - Identify the neighbouring districts to the district in which the area belongs to
  - Historical places in the area (identify only by names)
  - Religious places that area
- Resources of our area :-
  - Human resources
  - Physical resources
  - Examples:-
    - Natural resources – Air /water / soil/ mineral/ mountains/ waterfalls / rivers / forests
    - Non-natural resources - Buildings, furniture, equipment etc .
- Importance of utilizing these resources effectively according to modern social and economical needs
  - Examples:- Make use of waterfalls to produce hydro electric power .
  - (Ask the students to give examples of utilizing resources of the area without disturbing the environment)
- Conserving and utilizing the physical resources economically as they are limited.
  - Examples:- using water economically .
- Identifying the human resources :
  - Human resources are based on the intellectual and physical skills of the people.

Examples:-



Examples:-



(N.B. this classification has been done according to the kind of skill used most)

- The people who have either of these skills contributes towards the development of the area we live.
- It is our duty as a citizen to contribute towards the development of the country using the resources in the area.
- Qualitative development of human resources
  - Steps to be taken for this :-  
Examples :- starting training courses.
  - Awarding scholarships to develop various skills
  - Personal attitude development

#### • **Economic activities of the area**

People engage in different types of activities for their livelihood and to fulfill their daily needs. These activities are considered as the economic activities of the area. That can be categorized as agricultural, industrial and services. These activities basically depend on the human resources as well as physical resources available in the area.

Examples:-

- Agricultural  
Paddy cultivation, vegetable cultivation, fisheries, animal husbandry
- Industrial  
Small scale industries such as bricks, tiles  
Large scale industries such as sugar, clothing
- Services  
Education, Health, Transport, Communication.

( Provide opportunities to study the economic activities of the places where they live)

#### **Quality Inputs**

Drawings, diagrams, models can be used as quality inputs.

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

Assess the students considering their responses to and progress in the activities prepared for each lesson.



## Competency Level

6.2.2 Exhibits readiness to live in co-operation with the residents of the area.

**No. of periods :** 06

## Learning outcomes

- Names the situations where residents can work cooperatively .
- Expresses views appreciating cooperative work.

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

- Situations where people work co-operatively in society
- Need for the active participation and co-operation towards the development of the family as well as the place in which they live. Discuss how people in the past worked co-operatively on different occasions.

Examples:- Construction of tanks  
dagabs, kovils, Mosques  
wedding/funerals/Religious festivals/Cultural festivals/Festivals related to agriculture/Shramadana activities

- Benefits of co-operative working
  - work can be done easily and quickly
  - build up friendliness among people
  - develop peace and brotherhood
  - continue traditional customs
  - collective effort helps to get things done that cannot be done by money
  - get enjoyment and happiness through cooperative work

## Quality Inputs

Use pictures, diagrams, drawings, videos related to each lesson only if possible. Direct the students to take part cooperatively in environmental beautification programmes.

## Instructions for Assessment and Evaluation

Assess the students considering their active participation in lessons, cooperative activities and their willingness towards common activities.

## Competency Level

6.2.3 Engages in oneself's activities with the understanding that various individuals and organizations are necessary for our own day-to-day existence.

**No. of periods:** 07

## Lerning Outcomes

- Names the people and organizations that help to fulfil social needs.
- Lists the services rendered by the different people and organizations separately.
- Appreciates the services of the organizations built up by society to fulfil the needs of people.
- Explains the duties and responsibilities of the people who serve us and the people who get the service from them.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- It is difficult to fulfil human needs alone in society. some reasons are  
Examples:-
  - Human needs are varied
  - Need the support of the different people and the different organizations
  - Availability of people and organizations in society to fulfil various activitiesExamples:- mutual - benefits societies
- People who help us and the services given us  
Examples:-

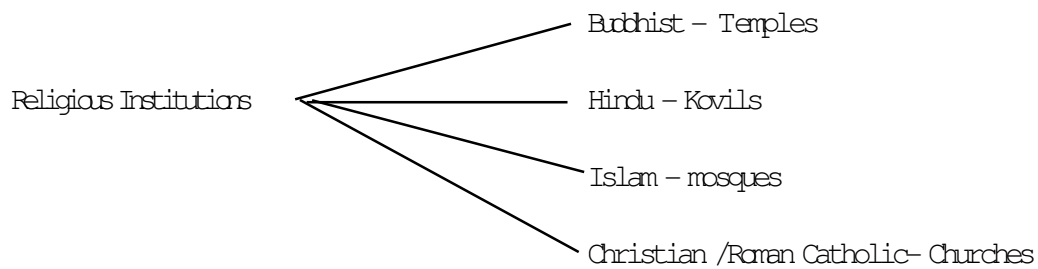
Grama Niladhari	- Issues certificates
Samurahi Niladhari	- Issues samurahi
Family Health Officer	- Provides necessary advice for pregnant mothers.
Public Health Inspector	- Provides instructions to stop spreading of infections and non-infectious diseases
Postman	- Deliver letters and parcels
Police Officer	- Ensures security of the public and maintains law and order
- Institutions that help us and the services given to us

Divisional secretariat office	- Administrative affairs of the area
District secretariat office	- District administrative affairs
Provincial council	- Performs government services at the provincial level

Local Government Institutions (Municipal council, Urban council, Pradeshiya saba)  
Provide facilities for the public :

School	- produces a good citizen
Hospital	- provides health facilities.
Police	- maintains law and order

(Ask the students to study the services rendered by the above mentioned institutions)
- Services rendered by the religious institutions, various societies and organizations of the area they live in.



Identify the various religious institutions of the area.

Services rendered by the religious institutions

Development of spiritual virtues

Examples - Make people well behaved loyal and develop good manners Developing qualities like kindness, compassion, love, patience etc...

Developing brotherhood/sisterhood

Helping their neighbourhood.

Imparting religious knowledge.

- Fulfilling religious needs of the society .

Examples:

- at alms givings
- at funerals
- at wedding ceremonies

- Providing advice and counselling

- at conflict situations
- at family disputes
- when conducting meetings and societies.

- Duties of the people who provide services and the people who are benefitted.

- Establishing social stability through a strong bond between religious places and the society .

- Various societies and organizations of the area.

People have established various societies and organizations to fulfil their socio-economic, cultural and environmental needs.

Examples:-

- co-operative societies
- Farmers' societies
- Fisheries societies
- Rural Development Societies
- Buddhist societies
- Welfare societies
- Sports societies
- Societies releasing loan facilities.

(Ask the students to study the services rendered by the above societies of the area they living)

- Services rendered by the societies and organizations of the area.

- Promote unity among the people in the area.
- Promote peace and harmony among the people in the area.
- Enabled to spend their leisure time meaningfully .
- Enabled to solve common problems co-operatively .

Duties of the people who provide services and the people who are benefited.

Duties of the people who provide services.	Duties of the people who are benefited.
01. Provide service in time 02. Work efficiently 03. Having a thought of doing a service. 04. Free from bribery and corruption 05. Not neglecting the service provided 06. Work impartially 07. Work in a friendly manner	01 Making maximum use of the service provided 02 Supporting the people who provide services. 03 Appreciating the service 04 Supplying required information at the correct time. 05 Working in a friendly way

### Quality Inputs

Resource persons discuss the people and institutions that help us using suitable worksheets to implement lesson plans.

### Instructions for Assessment and Evaluation

Assess the students considering their activities.

## **Qualities that should be inculcated as a good citizen**

As a result of the complexity of current society various kinds of problems arise. The future citizen produced by the school must be a person who has developed good attitudes and skills to face the many challenges of the successfully and live cooperatively with others in society . Civic Education and the teaching of the subject have a vital role to play to produce such a citizen with good attitudes and skills. Subject content of this unit includes some important characteristics that should be developed as a good citizen .

It is important to inculcate qualities of good conduct, loyalty, honesty, equity, justice, sensitivity towards the environment and dignity of school child.

In this unit it is expected to show that developing personal qualities will contribute to the well-being of individuals as well as the well-being of society, providing opportunities in the learning-teaching process.

## Competency

- Gets ready to act as a member of society endowed with good qualities.

## Competency Level

6.3.1 Uses language decently.

**No. of periods:** 02

## Learning outcomes.

- Explains the importance of using a language decently and politely.
- Exhibits qualities of the language when using it decently and politely.
- Uses language to suit the situation.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Use of language decently, politely, pleasantly and correctly to show respect to others.
- Facts that should be considered when using language properly
- Importance of using the language attractively.
- Identify the negative results of using language rudely.
- Use language to suit the place and situation.
  - Importance of using the language intellectually.
  - Use the language according to the situations such as at religious institutions, at home, at school, at public places, at weddings / funerals etc.

## Quality Inputs

Take the students in groups/pairs to give a practical training in how to use the language politely and suited to the situation.

## Instructions for Assessment and Evaluation

Ask the students to talk according to the different situations and assess them.

## Competency Level

6.3.2 Arrives at agreement through discussion, respecting the views of others.

**No of periods:** 02

## Learning outcomes

- Listens actively while communicating.
- Describes advantages of tolerating views of others.
- Comes to agreements through discussions in daytoday activities.
- Builds up good interpersonal relations through effective communication.

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

Communication skills that should be developed :

- Active listening
  - Introduce the term “Active listening” briefly
- Differentiate the meaning between active listening and listening
- Identify the importance of active listening and the harmful outcome of not listening.
  - Tolerant of others views in society
- Respecting correct views
  - Providing opportunities for others to present their views.
  - Resolving conflicting views without conflict
  - Importance of tolerating others views
  - Importance of promoting communication skills to build up inter – personal relations

## Quality Inputs

Give a practical training opportunities for the students to listen actively to tolerate others' views and to resolve conflicting views without a conflict and discuss how communication skills could be developed to make communication.

## Assessment and Evaluation

Assess the students considering the toleration of others' views, resolution of conflicting views without a conflict and building up inter-personal relationships.

## Competency level

6.3.3 Works with a good sense of discipline and decorum.

**No of periods :** 02

## Language Outcomes

- Describes common qualities that develop the sense of discipline and decorum.
- Explains the importance of maintaining oneself's sense of discipline and decorum throughout life.
- Works with a sense of discipline and decorum in daytoday life.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Introduction of what discipline and decorum
- Development of all three aspects of learning, teaching and training should be equally important for oneself 's good decorum
- Importance of maintaining discipline and decorum through out life
  - Discipline and decorum helps our personal development as well as for our social development (Towards a peaceful society)
  - Maintaining discipline and decorum should be practised as a habit of life.

- Examples:-
- within the family
  - in the school
  - on the public roads
  - when using public property in society .

## Quality Inputs

Train the students to have a good sense of decorum, direct them for meditation programmes, encourage them to maintain discipline through sports, proper use of the roads/pictures/drawings including such situations.

## Instructions for Assessment and Evaluation

Consider the situation explanation of how discipline and decorum help to develop society and assess their response.



## Competency Level

6.3.4 Accepts what is worthy as worthy and rejects what is barren as barren.

**No. of periods:** 02

## Learning outcomes

- Differentiates worthy things from barren things in society.
- Suggests the ways to live according to the worthy things in society.
- Explains how to reject barren things existing in society.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Identification of the worthy things in society.  
Examples:- having education  
                  Keeping friends  
                  Following good health habits.
  - Accepting things as worthy which help for the wellbeing of society.
  - Identification of barren things that exist in society and the rejecting these
    - Practise treating things that contribute to the downfall of society as barren things and reject these
- Examples:-
- Not to keep company with unsuitable people or groups.
  - Reject cigarettes and drugs.

## Quality Inputs

Have a suitable resource person conduct a lecture or discussion for student on how to identify and differentiate worthy from the barren things.

## Instructions for Assessment and Evaluation

Get the students to have a discussion about the worthy and barren things which exist in society and the advantages of rejecting barren things. Assess the students considering the responses made by them.

**Competency level**

6.3.5 Respects rules, regulations and traditions of society .

**No. of periods:** 02

**Learning outcomes**

- Explains the importance of respecting rules, regulations and traditions.
- Practises following traditions, rules and regulations of society .

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

- Introducing tradition
- Introducing rules
- Every rule has its own punishment
- Importance of obeying rules and regulations

**Quality Inputs**

Cards written with rules and regulations, traditions.

**Instructions for Assessment and Evaluation**

Consider students' views and the awareness towards rules and regulations and the importance of obeying these and assess students using suitable criteria.

## Competency Level

6.3.6 Uses resources frugally.

**No. of periods:** 02

## Learning outcomes

- Explains the necessity of using resources frugally.
- Follows ways of preventing the waste of resources as a student.
- Lists out the advantages of preventing the wastage of resources.
- Explains to the students how this can contribute to minimizing the wastage of resources in the immediate environment.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Introducing resources
  - resources given by nature.  
Examples: – Sunlight, water, air, forests, land, minerals
  - Man made resources  
Examples:– Buildings, irrigation, vehicles, desks, chairs, equipment etc.
- The most of some resources when using them
- Unequal distribution of resources
- Use resources frugally as they are limited and society needs these
- Use resources frugally when fulfilling your own needs
- Practice frugality by minimising wastage of resources as a student.  
Examples:– – use water frugally  
– avoid using electricity unnecessarily.
- Importance of minimizing wastage of resources.
  - save money
  - save resources
  - minimize environmental pollution.

## Quality Inputs

In the preparation of this lesson, give direct practical examples to help students understand what happen when we do not use resources sensibly

## Instructions for Assessment and Evaluation

Get the students to write an essay on the importance of using resources frugally and assess the essays.

## Competency Level

6.3.7 Safeguards public property with a sense of responsibility .

**No. of periods:** 02

## Learning outcomes

- Accepts the fact that the government has spent a lot to provide and maintain public property .
- Explains the ways of protecting public property .
- Makes the community aware of the importance of protecting public property .
- Uses public property to fulfil their own needs by protecting them.

**Instructions for lesson planning** (Plan the lessons including the subject content given below) .

- Introducing what public property  
Examples: – resources available in schools, highways, trains, buses
- Features of public property
- Emphasizes to students that the government spends large amounts of money to provide and maintain public property without seeking any profit other than contented population
- Importance and the protection of public property  
– Preventive measures that can be used to protect public property

## Quality Inputs

Ask the students to bring pictures, drawings of public property and to show these before starting the lesson.

## Instructions for Assessment and Evaluation

Ask the students to write a short essay on " What we can do to protect public property " and assess these.

## **Competency Level**

6.3.8 Contributes actively to lasting development through conservation of the environment.

**No. of periods:** 03

## **Learning outcomes**

- Expresses ways of actively contributing towards the conservation of the environment.
- Describes the importance of environmental conservation and the advantages of this.
- Expresses views that each individual must work as a part of the environment.
- Explains the importance of the protection of the environment for future generation.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Introducing "Environment"
- Environment is essential for our existence
- Man is a part of the environment
- Damages caused to the environment due to human activities.
- Importance of environmental conservation and the protection of the environment for future generations.

## **Quality Inputs**

Do this lesson outside the classroom in order to experience the environment and use the related environmental factors as quality inputs.

## **Instructions for Assessment and Evaluation**

Ask the students to write an article for a wallpaper on the importance of environmental conservation and assess these articles.

## **Competency Level**

6.3.9 Appreciates local things with pride.

**No. of periods:** 03

## **Learning outcomes**

- Presents information on Sri Lankan cultural heritage with pride.
- Collects information on local products and indigenous plants.
- Appreciates and describes local things with pride.
- Explains ways of protecting the Sri Lankan heritage.

**Instructions for lesson planning** (Plan the lessons including the subject content given below).

- Introducing local things
- Cultural heritage
- Indigenous resources
- Local products
- Plants that grow in our country
- Indigenous technology
- Importance of valuing local things
- Protection of indigenous plants

## **Quality Inputs**

Pictures and drawings of cultural heritage, local products, plants that grow in our country and of how our heritage can be used.

## **Instructions for Assessment and Evaluation**

Assess the students considering their awareness of the importance of appreciation of local things with pride.

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