



ENTREPRENEURSHIP AND FINANCIAL LITERACY

Grade 06

Essential Learning Module
First Term
Vision for Life



Department of Commerce
Faculty of Science and Technology
National Institute of Education
Sri Lanka
www.nie.ac.lk

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First Print - 2025
© National Institute of Education
ISBN:

Department of Commerce,
Faculty of Science and Technology,
National Institute of Education,
Sri Lanka.
www.nie.ac.lk

Published by: Educational Publications Department
Printed by:

Message of National Institute of Education

The General Education Transformative Reform Effort in Sri Lanka aims to create a decisive pathway to meet the needs of every learner. The foundation of this reform lies in the modernization of curricula, teaching–learning methodologies, and assessment systems, with a strong emphasis on competency-based learning, critical thinking, creativity, 21st-century skills, technological orientation, and ethical citizenship.

The contribution of the Hon. Prime Minister; the Secretary to the Ministry of Education; Additional Secretaries; Subject Directors; the Commissioner General of Examinations and the staff; and the Commissioner General of the Educational Publications Department and the staff, who worked with exceptional dedication, has been immense in ensuring the quality of the curricula and related learning materials proposed for implementation from the year 2026 for Grades 1 and 6. These materials have been developed by the National Institute of Education through a collaborative dialogue with educationists, interdisciplinary experts, teachers, and various stakeholders.

I also gratefully acknowledge the exceptional commitment of the Council and the Academic Affairs Board of the National Institute of Education during this initiative. The entire staff of the National Institute of Education, who have contributed immensely in accomplishing this task, deserve the respect of the nation.

Prof. Manjula Vithanapathirana (PhD)

Director General

National Institute of Education

11.08.2025

Message of Education Publications Department

The world today is progressing at an exceptional pace, driven by innovation and transformation. In parallel, it is the paramount responsibility of everyone involved in the field of education to equip school children with the skills necessary to face the challenges of the modern world. Accordingly, it must be noted with pride that the opportunity to introduce the module-based learning approach aligned with the new curriculum to be implemented from the year 2026 is a significant achievement.

These specially designed learning aids for each subject aim to strengthen essential skills such as critical thinking, creative problem-solving for complex issues, analyzing information from multiple perspectives, and making logical decisions. I believe these resources will serve as a strong foundation for each subject.

I kindly request all of you to use these learning aids as a guiding light to help realize the noble dreams of a generation of students enriched with wisdom and virtue. I also extend my heartfelt gratitude to everyone who contributed immensely to the excellent task of compiling the modules and activity books.

D. A. Subhashini Dematagoda

Commissioner General of Educational Publications

Educational Publications Department,

11.08.2025

Foreword

Broad learning areas identified with regard to the total school curriculum reflect the ability of a nation to overcome the challenges emerging for sustainable development in a continuously changing country and a world. Besides, broad learning areas need to be identified in synchrony with the demands changing from time to time. This not only modernizes the subjects in the prevailing school curriculum but also introduces new subjects to the school curriculum. It is clear that learning teaching process too should develop timely corresponding to these changes taking place. As a result of this, under the new curriculum that will be implemented with effect from 2026, learning - based modules have been introduced for every subject from grade 6 upwards. For the primary grades and the junior secondary grades, it has been proposed to introduce the new curriculum as follows: for grades 1 and 6 in 2027, grades 2 and 7 in 2028, grades 3 and 8 in 2029, grades 4 and 9 in 2029 and grades 5 in 2030. Modules containing new learning methodologies have been prepared from the junior secondary level and the teacher is expected to give guidance for the learner. The modules have also created the environment essential for self - learning. It is our belief that these modules are much helpful to develop strongly the knowledge on the concepts required for the students and their abilities and interests while directing them to apply the acquired knowledge to pragmatic situations. The learning transferred by these modules will also help strengthen the literacy, interpersonal relations and values necessary for the 21st century.

Every module indicates the guide to use modern technology. They also will provide students assessment tools needed to evaluate transparently the performance and educational objectives achieved by them. Always, every module is very important to give guidance for a real learning applying new talents and knowhow to applied situations. I also wish to remind that the service rendered by the teachers, in- service advisers, directors as well as the contribution given by the government and private institutions through respective fields helped raise the quality of these modules. Further, I state that the suggestions made through the practical experience gained in the use of these modules are momentous and I respectfully invite you all to forward your ideas and suggestions.

K. Ranjith Pathmasiri
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Introduction

Entrepreneurship and Financial Literacy is a new subject introduced in 2026 to the school system of Sri Lanka. This subject is expected to be implemented from grade 6 to grade 11.

A student can acquire core competencies as creativity, innovation, risk taking, and identifying opportunities need to develop a successful life as a good citizen in the society by learning entrepreneurship. Similarly, by learning Financial Literacy, one can achieve basic skills needed to use money and financial resources, effectively.

Grade 6 students have to study three modules under the subject Entrepreneurship and Financial Literacy, for each term. This module is designed for the first term and it includes three activities. Through each activity, students will be able to identify their own abilities and skills, develop creative ideas about their future goals, and consider the steps needed to turn those goals into reality. Overall, the module aims to foster students' imaginative thinking. All content has been developed with careful consideration of the developmental level of grade 6 students.

Introducing this subject into the general education system is a timely and appropriate decision, especially as the country focuses on rapid economic development with a strong emphasis on the business sector.

Dr. P. H. Kusumawathie,
Director, Department of Commerce/
Deputy Director General (Actg.),
Faculty of Education Leadership Development and Management,
National Institute of Education

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Expected objectives of the module

It is expected that you will be able to achieve following objectives after studying this module successfully.

- Discover self skills, weaknesses, likes, dislikes, and opportunities
- Lay a foundation to build my future dream
- Identify problems and propose solutions



Activity

01

Discovering self skills and weaknesses

By engaging in this activity, you will be able to

- Discover your skills and weaknesses
- Show what you like to do, and dislike
- Understand one's skills, weaknesses, likes, dislikes and situations; and list in order of importance the fields you could do in future

Activity 1

Let's identify skills and weaknesses

Step 1.1

A person's skills and weaknesses are as follows.

Look at them carefully



Skills

- Confident to speak up
- Keeping the surroundings clean
- Collaboratively working with others
- Identifying problems properly
- Punctuality
- Use of digital technology
- Swimming
- Being polite to others
- Commitment
- Helping with family chores

Weaknesses

- Being aggressive
- Not having clear goals
- Not listening to ideas of others
- Expecting only victory
- Trying always to depend on others
- Not trying to learn any language other than mother tongue
- Being selfish

Skills and weaknesses given above will be helpful to engage in your next task.

- A** Look at the list of skills and weaknesses again
- B** You also may have some of these skills and weaknesses. Write them down in two separate lists, one for your skills and one for your weaknesses.
- C** If you have any other skills and weaknesses that are not listed above, can include them in your lists as well.

Prepare your skills and weaknesses in a creative way and present them to your teacher and get the feedback

The table below will help you assess your success in Step 1.1.

| Criteria | Proficiency Levels to Measure Performance | | | Marks Earned |
|---|---|--|--|--------------|
| | Very Good (08-10 marks) | Good (04-07 marks) | Need to be Developed (01-03 marks) | |
| 1. Displays skills and weaknesses discovered through the activity | Displays Creatively (Need at least 8 skills and weaknesses) | Displays through a list or a table (Need at least 8 skills and weaknesses) | Although skills and weaknesses are stated they are incomplete and in a weak state | --- 10 |
| 2. Shows useful skills needed for the daily life | At least three skills such as enthusiasm time management dedication and careful work observed at a standard level | Skills such as enthusiasm time management dedication and careful work appear to be in a satisfactory level | Skills such as enthusiasm time management dedication and careful work remains at a basic level | --- 10 |
| Total Marks | | | | --- 20 |

You can understand about your level of success based on the overall marks you earned

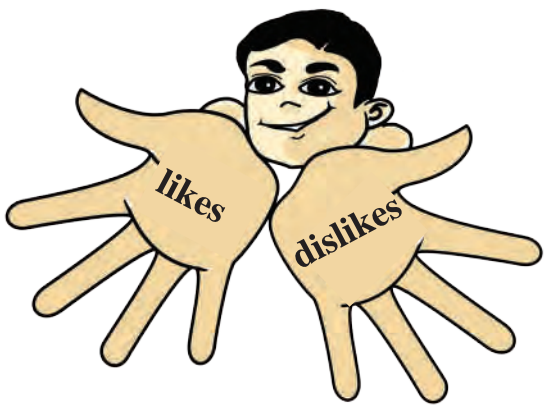
| Marks | 15 - 20 | 09 - 14 | 08 or less |
|--------------|-----------|---------|----------------------|
| Your success | Excellent | Good | Need to be developed |



Step 1.2

Think about the task you did in Step 1.1. You were able to identify your skills and weaknesses. People also have activities they really like and activities they don't like. When you generate your future expectations it is also important to concern your likes, and dislikes apart from skills and weaknesses.

Complete a table similar to the one mentioned below in your exercise book. Write 3 activities you strongly like and 3 activities you dislike. Present your work to your teacher. (writing 3 activities enough for each)



| Activities you like to do | Activities you dislike to do |
|---------------------------|------------------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Step 1.3

Different people living in society engage in different fields. Think about your parents, elders, relatives etc. (Examples: business, agriculture, education, sports, carpentry, software engineering etc.) Among those who engaged in various fields some are successful in those fields while some are not so successful.



People's skills and weaknesses, as well as their likes and dislikes influence whether they succeed or fail in the fields they engage in.

By now, You understood about your own skills, weaknesses, likes, and dislikes.

There may be certain fields that you also would like to pursue in the future.

Think about a few such fields that you would like to engage in the future, following the instructions below, be ready to present your relevant information.

Instructions

- A** Think about the fields that you want to engage in the future.
- B** Think about your own skills, weaknesses, likes, dislikes, and the support you can get from others.
- C** Choose 3 fields among them that you can engage most successfully and list them in order.
- D** Present about 3 fields that you expect to engage in future in a similar table given below.

| Fields I would expect to engage in future | | |
|---|------------------------------|---|
| <i>Expected fields to be engaged</i> <i>(Based on priority)</i> | Reasons for selection | <i>Useful support I can get</i> <i>E.g.- Help of the family</i> |
| 1. | | |
| 2. | | |
| 3. | | |

Show your work to your teacher and get feedback.

A young man with dark hair, wearing a red jacket over a white shirt, is smiling and pointing upwards with his right hand. A glowing yellow lightbulb with radiating lines is positioned above his hand, symbolizing an idea. The background is a green circular area with a white border, set against a dark green background. Surrounding the central figure are various white line-art icons: a pencil, a basketball, a stick figure, a paperclip, the letters 'ABC', a trophy with the number '1', a question mark, a fountain pen, a paint palette, a paper airplane, a magnifying glass, a plus sign, and a tic-tac-toe board.

Activity

02

Let's dream, make them come true

By engaging in this activity, you will be able to

- Express your own dream
- Explore characters of world famous entrepreneurs
- Find out the dreams of successful people
- Explain benefits of achieving your dream for yourself, family, and country

Activity 02

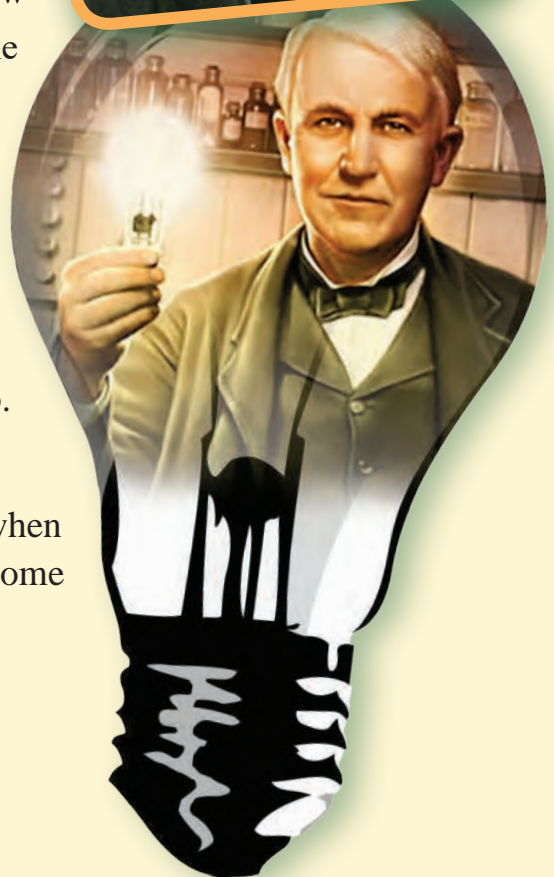
Let's make dreams come true

Read the following paragraphs.

The Wright brothers had a dream to build a flying machine like the birds flew. But many scientists at that time believed that iron could never float in air. Still the Wright brother challenged this belief; made an aircraft and made their dream come true. Most of the new inventions first came as a dream of the inventor.

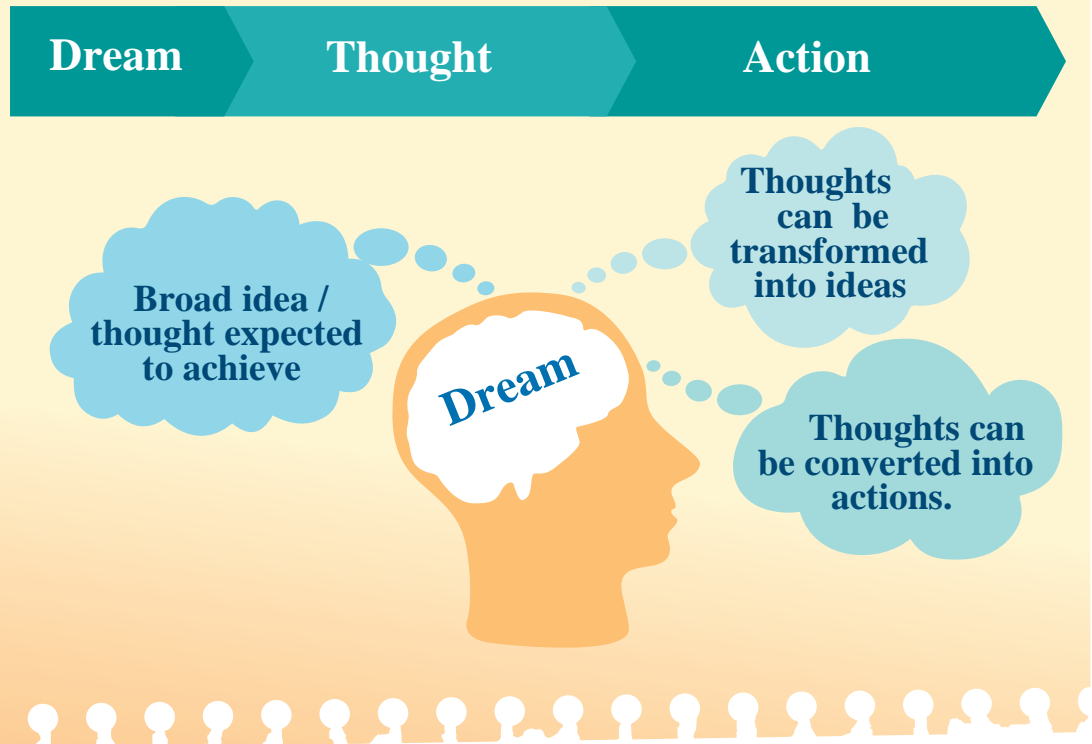
Thomas Alva Edison, known as the inventor of Menlo Park, was one of them. He dreamt and created many important inventions like the light bulb, the camera, and the water pump. They helped to change the world.

These dreams are not the ones we see when we sleep, but ideas and thoughts that come to us when we are awake.



Dreams we have while we are awake, later they can turn into useful ideas and make them true, even to real actions.

Dream transform into thought and thought result in action.



Step 2.1

Let's recall about a few famous entrepreneurs as Elon Musk, Steve Jobs, Mark Zuckerberg, Jack Ma, Soichiro Honda, Ratan Tata, Bill Gates, A.T. Ariyaratna, Victor Hettigoda, Achala Samaradiwakara. You may have heard about their businesses. These people are entrepreneurs who made their dreams come true. A few such people are mentioned under the theme of 'world famous entrepreneurs'.



- Now get ready to engage in a group activity under the instructions and guidance of your teacher.
- Choose two famous entrepreneurs with your teacher's guidance.
- Read about those entrepreneurs carefully. Pay attention to their businesses, what they have done, what you can learn from them, and what makes them special.
- When the teacher tells you, share your group findings with the class.
- Then form groups following teacher's instructions, and get ready to do what is given below.
- Think about people in your country or around the world who have done beneficial things for the society. Discuss with your group and choose one person.
- Talk about that person's dream and what that person wanted to achieve.
- Get ready to present your findings to the class using a table similar to below.

| Name of the person identified by the group | Businesses or social activities of identified person | "Dream" of that person according to your opinion |
|---|---|---|
| | | |



World Famous Entrepreneurs



A. T Ariyaratna

A. T Ariyaratne, known as Sri Lanka's Gandhi, is an entrepreneur, who has done a great service to reduce rural poverty, fought against illiteracy and promoted peace through the "Sarvodaya Movement". He is called a social entrepreneur because of his service to the society. Mr. Ariyaratne was inspired by the things such as sharing, community service, compassion and cooperation among other people. He received the Gandhi Peace Prize and brought great honour to Sri Lanka.



Victor Hettigoda

He is a pioneer in Ayurvedic and herbal products and is known as "Siddhalepa Vedamahaththaya." He began his business on a small scale with products like balm, oil, and toothpaste. Over time, his brand "Siddhalepa" became very popular. His success came from his commitment, strong determination, high-quality products, and trustworthiness.

Achala Samaradivakara

Achala Smaradiwakara is a social entrepreneur. She observed that small producers in rural villages, who make home-based products and agricultural products, had a hard time in finding places to sell them. She offered 35 shops at Diyatha Uyana in Battaramulla to help them create a market for these products. She also started a supermarket called “Good Market” in the suburbs of Colombo to sell rural products to high income earners. Also, she made it easier and cheaper for local producers to get certificates for organic products, helping them sell their goods in the global market.



Bill Gates

Bill Gates is the co-founder of the Microsoft Company and became world famous for his computer operating system called Windows. His expectation was to help activities of schools, offices and houses by using technology. He is also one of the world's biggest philanthropists, who worked to develop health and education through the Bill & Melinda Gates Foundation. His story tells us that anyone can change the world with smart ideas and kindness.

Steve Jobs

Steve Jobs is the co-founder of the Apple company. He revolutionized technology with new inventions such as the iPhone, iPad and Mac. Even though he faced many challenges at the start, he showed that success is possible with creativity and persistence. He believed in thinking differently and making products that were simple but powerful. The lesson we can learn from him is that, to make dreams come true, we need to work hard.



Elon Musk

Elon Musk is a well-known, far seeing entrepreneur who creates electric cars and rockets. His dream is to make Earth unpolluted and help people live on other planets. He shows us that with scientific knowledge, we can solve many global problems and explore space. His story teaches us that good ideas and hard work can help us overcome many challenges.



Ratan Tata

Ratan Tata, an Indian businessman was the chairman of Tata Group. Tata is a large company that makes many things like vehicles, steel, tea, and technology equipment. Ratan Tata helped produce many types of vehicles, including the Tata Nano, which is the cheapest car and is often seen in Sri Lanka. He has donated wealth to help poor farmers, young entrepreneurs. He also supported education and healthcare. Ratan Tata believes that hard work, honesty, and caring for society lead to business success.

Mark Zuckerberg

He is known as the pioneer on Facebook in social media. He created Facebook when he was 19 years old to help connect people online. Because of his efforts, people and families can stay close even they are far away from others. He is a great example for a person who changed the world with creative ideas.



Step 2.2

- Now you have understood the dreams of entrepreneurs and the way their dreams turned into ideas and then to real actions. For example think about how Wright brothers made their dream come true. It benefits not only the person who dreamt but also their family and the country.
- You also have identified the fields you expected to engage in future. Build your dream based on one of those fields.
- Then share your dream with your teacher following the instructions given below.

Instructions

- Try to express your dream as a simple idea.
- Then write that idea in your own words
- Think about how your dream can help yourself, your family and your country.
- Write benefits that will be received by each party.

Use the table below to organize your information gathered through the above task.

| | | |
|-------------------------------------|--|--|
| My Dream: - | | |
| How does my dream benefit me | How does my dream benefit my family | How does my dream benefit the country |
| | | |

Step 2.3

Others also have dreams similar to you. Let's try to explore them in this step. For that select two people from the list below:

1. A friend from your own class
2. A friend from another class in your school
3. A family member or a relative

Meet them and find out the following information.

- A** Future dream
- B** Reason for having such a dream
- C** Benefits he will gain after that dream comes true
- D** Benefits the country will gain after that dream comes true

Write the information you collected from the two people in a table similar to the below.

| Name of the friend or relationship of the family member/ relative | His/her dream A | Reason for having the dream B | Benefit he/she gains after that dream comes true C | Benefit the country gains when the dream comes true D |
|---|--------------------|----------------------------------|---|--|
| 1. | | | | |
| 2. | | | | |

The table below will help you evaluate your success in step 2.3

| Criteria | Proficiency Levels to Measure Performance | | | Marks Earned |
|---|--|--|--|--------------|
| | Very Good (08-10 marks) | Good (04-07 marks) | Need to be Developed (01-03 marks) | |
| 1.Presents the dreams of the people along with their reasons for having such dreams | Has clearly written the dreams of two people and has given a reason for each dream | Has clearly written the dream of one person and has given a reason | Has written the dreams and reasons with mistakes or with lack of details | --- 10 |
| 2. Shows how the realizing of a dream helps the person and the country | Has clearly shown the benefits to both the person and the country | Has shown the benefits related to only one party (person or country) | Has written the benefits incompletely or unclearly | --- 10 |
| Total marks | | | | --- 20 |

You can understand about your level of success based on the overall marks earned

| Marks | 15 - 20 | 09 - 14 | 08 or less |
|------------------|-----------|---------|----------------------|
| Your Performance | Excellent | Good | Need to be developed |





Activity

03

Let's identify problems and find solutions

By engaging in this activity, you will be able to

- Identify the problems faced by individuals in the society
- Suggest a suitable solution to a problem
- Decide suitable action to solve a problem

Activity 03

Identifying problems and suggesting solutions

Pay attention on Ravi's story who is a schoolboy.

Read Ravi's story

Through solving problems in the society, businessmen will become successful. Not only that new goods and services are made. So it is important to observe the problems people face and need to think of creative ways to solve them.

Sri Lanka is a country rich in many valuable natural resources. Also, Sri Lanka is famous for agricultural crops. Young entrepreneur Ravi was creative to produce toffee using one of such crops called cinnamon.



Ravi's family lived by selling spice packs like cinnamon, cloves, pepper, and cardamom to tourists. But Ravi started thinking: even though Sri Lanka is famous for its spices, they were mostly sold in raw form.

Meanwhile Ravi was reading stories about different entrepreneurs. He observed that many of them have converted their dreams into ideas and then turned them into new products. One day, Ravi had a great idea of his own.

He decided to make something new from spices Ravi believed this could bring more profit. So, he started to focus on cinnamon.

Ravi followed the steps below to turn his idea into a successful product.

1 Identifying the problem

- Tourists prefer cinnamon than other natural spices of Sri Lanka. But cinnamon products are quite rare in the market
- Many tourists prefer natural, herbal foods of Sri Lanka. However, toffees made from natural, herbal ingredients are rare.

2 Solutions to the problem and actions taken to address it.

Solution

- Producing a herbal toffee with natural honey and cinnamon

Actions

- Searching information regarding production of toffee through internet
- Getting advice and help from family members and others.
- Producing toffees and examining the quality
- Selling toffees to tourists who visit the area

Step 3.1

You may have understood on how "Ravi" started his business. You can also focus on a problem in society or environment. Then try to suggest an appropriate solution for it. For that follow the instructions given below.

- A** Simply write the problem you have identified.
- B** Suggest the best solution for the problem. This solution may be goods, equipment, an activity or an idea.
- C** Write down possible action to be taken to address the solution.
- D** Use a table as follows

| | |
|---|--|
| Problem: | |
| Suggested solution for the problem | |
| Suggested action to reach the solution | |

Get ready to present creatively it to the class after completing the task.



Table below will help you evaluate your success in under step 3.1

| Criteria | Proficiency Levels to Measure Performance | | | Marks Earned |
|--|--|---|--|--------------|
| | Very Good (08-10 marks) | Good (04-07 marks) | Need to be Developed (01-03 marks) | |
| 1. Suggests a suitable solution to an identified problem | Identifying an existing problem. Presenting a solution to the problem. Showing the solution in a simple way, as an idea of the student | Identifying an existing problem. Presenting a solution to the problem. Showing the solution as an idea of the student | Identifying an existing problem. Proposing a suitable solution in a basic manner. | --- 10 |
| 2. Presents information creatively, clearly and in an organized manner | Communicating information, creatively, clearly in an organized way at a high level | Communicating information, creatively, clearly in an organized way at a satisfactory level | Communicating information, creatively, clearly in an organized way at a basic level | --- 10 |
| Total Marks | | | | --- 20 |

You can understand your performance based on the overall marks earned.

| Marks | 15 - 20 | 09 - 14 | 08 or less |
|---------------------|-----------|---------|----------------------|
| Your Success | Excellent | Good | Need to be developed |

- **Get ready to successfully face the teacher's assessment; about the knowledge you got from this module.**

Table given below shows you how you can earn marks form the module.

| No. | Criteria | Marks Offer |
|-----|--|-------------|
| 1 | Formative assessment | |
| | Rubrics 1. Activity 01 2. Activity 02 3. Activity 03 20 marks for each activity (20×3) | 60 |
| 2 | ■ Using module with care | 05 |
| 3 | ■ Collaborative work | 05 |
| 4 | Summative Assessment (Assessment after studying the total module) | 30 |
| | Total Marks | 100 |

You can understand how well you did by looking at your total marks



| Total marks | Performance level |
|-------------|-------------------|
| 91 - 100 | Outstanding |
| 81 - 90 | Excellent |
| 61 - 80 | Good |
| 41 - 60 | Moderate |
| 40 ට අඩු | Needs improvement |