

## Module 5: Teaching the competences and values

Guidance material	5.6.1 Teaching Cultural awareness / Citizenship Grade 1-6
What is the purpose of this material?	<ul style="list-style-type: none"> <li>This is a selection of teaching strategies and teaching templates to support the teaching of cultural awareness / citizenship.</li> </ul>
When to use this material?	<ul style="list-style-type: none"> <li>When introducing the competences to teachers to support them in implementing this competence in their class programme.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Have you considered these materials first?	<ul style="list-style-type: none"> <li>Introduce teachers to the SCF through:               <ul style="list-style-type: none"> <li>1.1 What is the SCF?</li> <li>1.2 Structure of the SCF</li> <li>1.3 Definitions matching activity</li> <li>1.4 Prior knowledge brainstorm activity</li> <li>1.5 Close reading – Executive summary</li> <li>1.6 Close reading – Framework Requirements and Exemplifications</li> </ul> </li> <li>4.1 What are competences?</li> <li>Introduce teachers to this competence through:               <ul style="list-style-type: none"> <li>4.1.6 What is Cultural awareness / citizenship?</li> </ul> </li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>This resource can be used in a range of ways, for example:               <ul style="list-style-type: none"> <li>Share with teachers and discuss it in staff meetings or team meetings.</li> <li>Encourage teachers to plan using the ideas in this resource.</li> <li>Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs.</li> <li>Discuss the ideas and then ask teachers to share their own ideas for teaching this competence.</li> </ul> </li> <li>For more information on each competence read the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.</li> <li>Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Copies of the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.</li> </ul>

### Teaching Cultural awareness / Citizenship Grade 1-6

Here are some strategies and teaching approaches to try in your classroom to promote cultural awareness

- Build a shared understanding about what “culture” means.
- Encourage students to respect others
- Read stories or poems about, or from, different cultures
- Share information and experiences related to different cultures
- Encourage students to share information about trips abroad
- Invite parents or community members to come in and share their culture and traditions
- Write a list, determining what your responsibilities are (at home, in the classroom, at school, in the community, as a citizen)

#### Responsibilities

Learn

Be treated with respect

Keep my things tidy

Complete my homework

Help others

- Develop buddy systems in school or class to help other students
- Talk about being kind to each other; ask children to give examples of when others in their class have shown kindness
- Celebrate different cultural holidays or events in your classroom
- Use IT to connect and collaborate with other students overseas
- Engage and explore in the local UAE culture, visit important sites, learn about the traditions and food, invite speakers and mark the many local celebrations such as National Day.



[Treasures of the UAE Art competition](#)



- When children go on a trip abroad or within the UAE, invite them to share the experience with the class on their return

### My name

Each student could prepare a 3 minute presentation about their name. It should be entertaining and informative and outline how special your name is. Collect these details and put the presentation together.

First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

The person you were named after: \_\_\_\_\_

Do you like your name? Why or why not? \_\_\_\_\_

The meaning of your name (you can look it up on the Internet): \_\_\_\_\_

The ethnic origin or the language your name comes from: \_\_\_\_\_

The nicknames your family or friends call you: \_\_\_\_\_

The reason you are called by your nickname: \_\_\_\_\_

What you would like to be called? \_\_\_\_\_

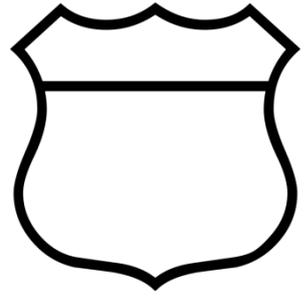
If you could have any other name, what would it be and why? \_\_\_\_\_

- If a child moves away, keep in touch through a Skype call or writing an email as a class to the child who moved
- What is fair? Have students investigate how different cultures identify 'fair' and how they are similar or different to local understandings.

### What is important to us and what are the things that connect us?

1. Lay out a large a map of UAE on the floor. Around it place pictures of UAE treasures, such as plants, animals, historical landmarks, buildings etc.
2. Invite students to choose one treasure and then stand in a circle around the map.
3. Students introduce themselves by sharing the treasure they chose and placing it on the map at a place that is important to them or on the place they come from.
4. Reflect:
  - What happened in the activity? Why?
  - What did you find out?
  - What connections did you make with others in the group?
  - What other things could be considered treasures?

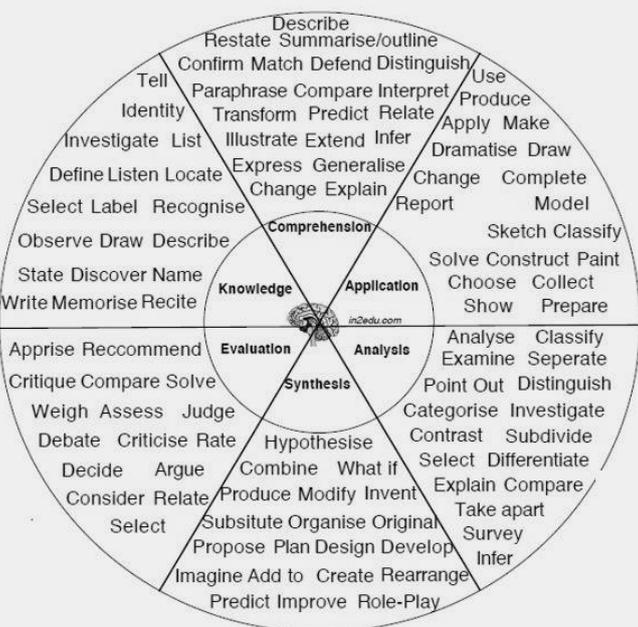
- Ask students to keep track of every responsible action they take during the course of a day or a week.
- Have students make and decorate awards or badges for others they notice taking responsible actions.
- Build a shared understanding about what “citizenship” means.  
Discuss:
  - What is citizenship?
  - What does it mean to be a good citizen?
  - What qualities do you have to have to be a good citizen?
  - What responsibilities do I have to my family, school, community and country?
- As a class discuss what makes a “good citizen” and a “good role model”.
  - What are good role models and good citizens?
  - What actions and beliefs do they have that make them good role models and citizens?
  - Who are they?
  - What do they do that is different from others?
- Introduce students to the different types of citizenship (adapted from Westheimer and Kahne, 2004) and support them to identify when they have done each type.



Personally responsible citizenship	Participatory citizenship	Problem solving citizenship
I personally act in a responsible and ethical way	I collaborate with others to make a positive difference for the common good.	I explore possible answers to critical questions and ‘wicked problems’ that are relevant in my own community and world wide
<b>When I have been a personally responsible citizen?</b>	<b>When I have shown participatory citizenship skills?</b>	<b>When have I been a problem solving citizen?</b>

- If conflict arises in the classroom, such as bullying or teasing, use it as an opportunity to teach peaceful resolution strategies and respect for others
- Provide opportunities for children to look at where things are produced in the world, e.g. clothing - where does it come from and how does it arrive in the UAE?
- Discuss similarities and differences about people from around the world. Discuss why differences are something to celebrate and learn from

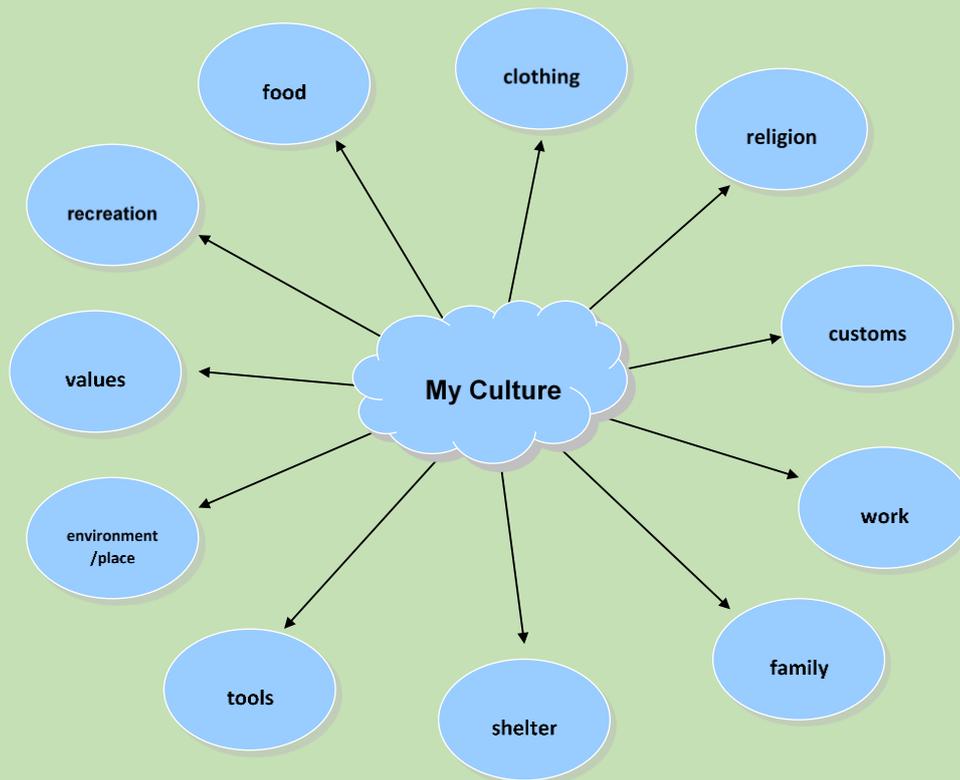
- Examine famous scientists, artists, musicians, mathematicians, authors and other scholars from different countries and what influenced them

SCF Pilot School Case Study	
Blooms action verbs	
SCF Pilot School	Bright Riders Private School
	
<p>Many teachers are familiar with the <a href="#">Blooms Taxonomy Action Verbs wheel</a>, but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.</p>	
<p><b>Blooms action verbs for: Cultural awareness / citizenship</b> e.g. By the end of this lesson students will be able to <b>show</b> how they are a role model to their peers.</p>	
Action verbs:	
<p>Respond Relate Infer Interpret Examine</p>	<p>Relate Deduce Compare Contrast</p>
<p>Connect Justify Participate Show</p>	<p>Research Explore</p>

## The Culture Wheel

We all belong to a culture. One definition of culture is the combination of human knowledge, beliefs and behavior that we learn and pass on to future generations. We usually express our culture in certain ways, like how we dress, what we eat, what we believe, and how we play.

- Each student fills out their own Culture wheel. Think about what your parents or grandparents tell you about how to do things and what they believe. Include at least two items from your cultural background for each of the parts of a culture. You may draw symbols that are unique to your culture.
- Discuss with your teammates what is special to each person's family and culture. After that, make one big team Culture Wheel on chart paper that shows the variety and uniqueness that each of you brings to the team.
- Use various coloured pens to label your answers.
- After you finish the team Culture Wheel, look at the Culture Wheels made by the other teams. Then talk with your teammates about how this activity has contributed to your cross-cultural understanding. In what ways have you gained greater understanding or respect for another culture or for someone in your class, school or community?



[www.globalkidsconnect.org](http://www.globalkidsconnect.org)

## Ideas to support cultural awareness/ citizenship from the SCF Pilot Schools:

- Review the school's mission statement to ensure it captures 21<sup>st</sup> Century aspirations of the UAE
- Establish a national identity staff committee with its own action plan
- All signage in the school in dual language including topic word boards in classrooms
- Sports exchanges with other schools, with the focus on citizenship, fair play and sportsmanship.
- Add UAE links to lesson planning templates
- Have a "Helping hands squad". Senior students agree to arrive early to school each day and then they assist the younger students as they leave the buses, catch up with their reading, assist teachers preparing for the day, carrying books etc.
- Have an annual school concert with a focus on local culture e.g. The Life of the Bedouin as a concert theme with traditional approved music.
- Establish skype links with schools around the world and students maintain regular contact
- Have a senior student attend the Heads of Faculty meetings and have an agenda space for them to bring student issues to the meeting.
- Have the school council responsible for the school clubs and have each club report their successes to the school council annually
- International day
  - Each teacher makes a small flag for their home country and writes a small piece about their country in their first language, these then displayed on the corridor display boards.
  - Teachers in the school bring in photographs of their home country. Display them on a country bulletin board or each week feature a different teacher's home country.
  - Organise an annual international day concert where each class has a country and a five minute section of the concert to display the dances, costumes etc. of that country.
  - Each class adopts a country. That country is studied in their class, they decorate their classroom, create or wear costumes, eat their foods, and learn about their traditional practices. Each student is given a passport, "Passport to the world", and on the international day they visit as many other classrooms/countries as possible and collect passport stamps.
  - Have a mini Olympics Sports day where each class is given a country and they parade in that country's colours and under its flag and then compete as their country.

### Ideas to support cultural awareness/ citizenship from the SCF Pilot Schools:

- Celebrate diversity with students and teachers from the different cultures presenting their culture at weekly assemblies.
- Students who have visited other countries work together to put together short presentations on their experiences of these other countries.
- UAE National Day
  - All staff dress in the UAE national costume for a day
  - Each grade has a theme for the day:
    - The uniqueness of the seven Emirates,
    - The pioneers of the UAE
    - Festivals of the UAE
    - Growth and change in the national costume
    - Monuments of the UAE
    - Food and crafts of the UAE
  - Decorate classrooms
  - Create a UAE Pavilion within the school grounds to display the students' work
  - Develop a hunting and equestrian display
  - Create a traditional classroom by removing desks and chairs and bring in carpets and cushions
  - Have a Dallah making competition
  - Invite guests into the school to display their craft work, traditional cultural activities
  - Have a parent/community member who has camels and/or falcons to bring them into school for the students to experience.
  - Hold some of the school's UAE National Celebration in the local shopping mall.
- Arabic week
  - Maintain the students' language, identity and culture through:
    - An official opening and closure in Arabic
    - Islamic competition
    - Quran recitation competition
    - Celebrate the Arabic language, writing, history, culture
    - Invite in guest speakers and Arabic parents to share their experiences
    - Invite other schools to see the classroom displays, hear the Arabic student speeches etc.
  - Emirati traditional food day. Ask Emirati parents to come into school and prepare traditional food. Explain the preparation and nutritional value to the students and then students taste the different foods.
  - Establish an Arabic calligraphy club

## Ideas to support cultural awareness/ citizenship from the SCF Pilot Schools:

- Attend the Qasr Al Hosn Festival in February.



[www.qasralhosnfestival.ae](http://www.qasralhosnfestival.ae)

- Red Crescent
  - Support the Red Crescent initiatives as they occur in the calendar
  - Establish a student Red Crescent Club within the school
  - Collect toys for needy children and donate to the Red Crescent
  - Provide a fun day for local orphans.
- Model United Nations
  - Participate in a local Montessori UN session or establish your own UN forum with neighbouring schools
  - Establish a senior student club, explore the UN Millennium Development goals and how can the work in their school to support the achievement of these goals
  - Within school have each class adopt a country and then select delegates (ambassadors) to attend a school UN forum.