



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade One

First Semester

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

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التربية الأخلاقية
MORAL EDUCATION

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Trial Edition

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

“ ‘A country’s greatest investment lies in building generations of educated and knowledgeable youth.’... ‘To the young men and women of the Emirates, the future is yours. You are those who will determine your country’s future’ ”

Sheikh Zayed Bin Sultan Al Nahyan (May God place peace upon him)

“ ‘Values are the foundation of a nation’s stability, and the spirit of its laws. Without values, a country has no security, stability or continuity.’ ”

H.H. Sheikh Khalifa Bin Zayed Al Nahyan (God save him)

“ ‘The future belongs to those who can imagine it, design it and execute it. It isn’t something you await, but rather create.’ ”

H.H. Sheikh Mohammed Bin Rashid Al Maktoum (God save him)

“ ‘Our children face major challenges, and it is our responsibility to prepare and protect them. We should not sit back and watch. We should race faster than light to ensure that future generations are well prepared to continue achieving and progressing.’ ”

H.H. Sheikh Mohammed Bin Zayed Al Nahyan (God save him)

Moral Education

Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. It enables them to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.



Values of the Moral Education Course

Key Pillars of Learning

The Moral Education course will be experienced by students as they progress through the course, working their way through four key pillars of learning. Each of the four pillars is constructed around a series of learning outcomes.

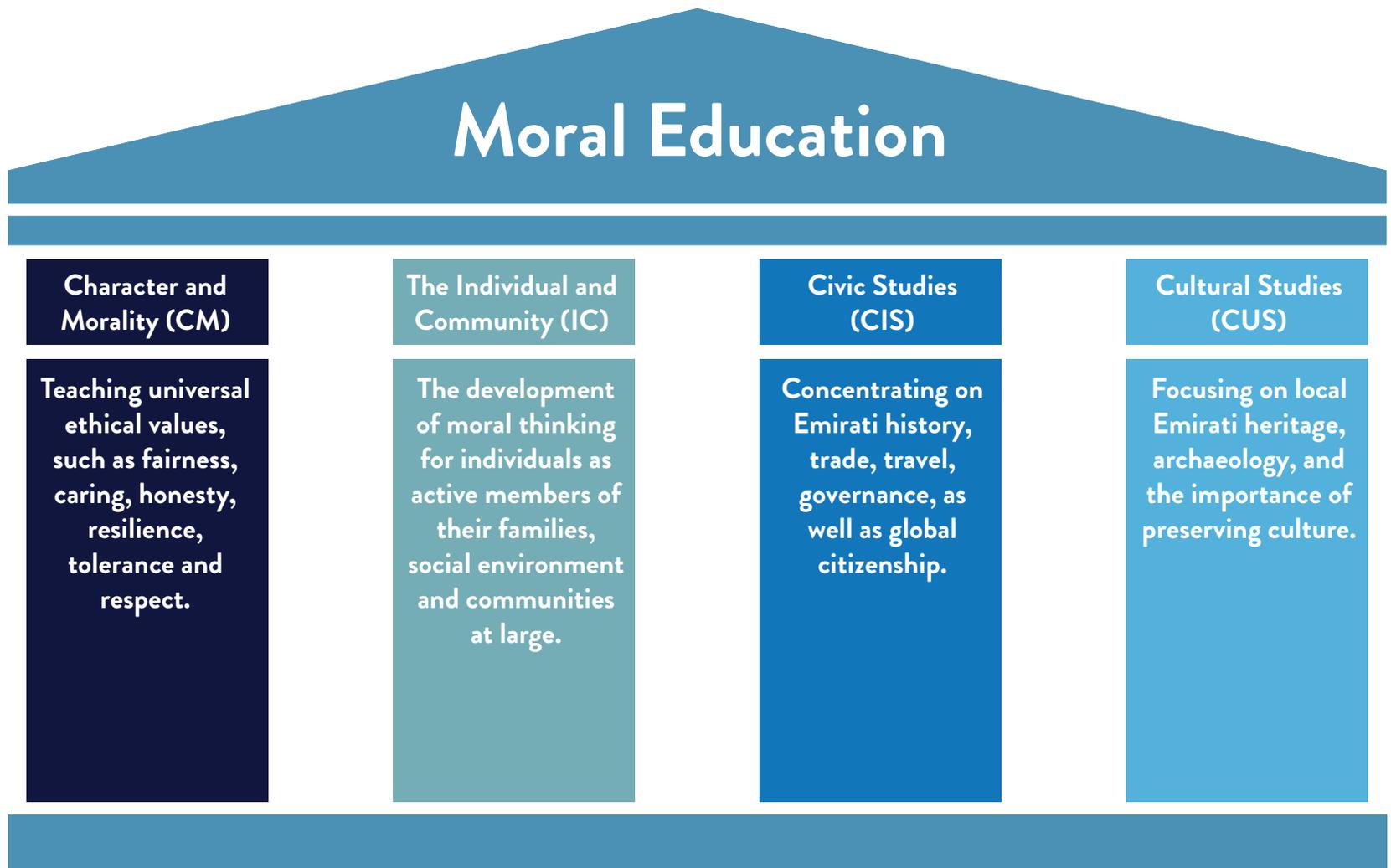


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Fairness and Affection

- Lesson 1 Everyone Around Me

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Will I be happy if I am fair?

Exploratory Questions:

**Why do we think about others,
and how to treat them?**

Are we always fair?

**What are the different ways of
apologising?**

**How can we show affection to
others?**



Lesson 1

Everyone Around Me



**Who are the important people
in my life?**

Vocabulary

family/
relatives

friends

others

caring

important

affection

friendly

polite

tenderness



1 Put yourself in Rashid's shoes and decide which guests to invite to a party.

Rashid is going to have a small party at his home in a week's time. The theme of the party is *Games, Fun and Entertainment*. His mother asked him whom he wished to invite to the party.

Our Extended Family

Rashid woke up in the morning and heard noises from the kitchen...

He went into the kitchen and saw piles of vegetables and several dishes of meat. His mother was busy preparing his favourite meals, including dishes such as harees, thareed and machboos. 'What is this, Mum?! Who are you preparing all this food for?' Rashid asked excitedly.

'I have invited our extended family to have lunch with us. It's been a long time since we last met. Having meals with all our relatives is a great way to share stories and news.'

'This is exciting! But what do you mean by our "extended family"?'

Before his mother answered, he said, 'Oh! You mean Grandpa Khaled, Grandma Samira, Grandpa Saleh and Grandma Khawla.'

'Your uncles, aunts and their children; your cousins are also coming.'

'This is great! Samer is very friendly — I will play with him. I will also play with Amer and with little Hessa — he is so nice and she is so cute! Now I know who I wish to invite to my party!'

It's great to get together with our relatives and loved ones!



Questions for Discussion

- Who will Rashid invite to the party at his home?
- Are Rashid's family members important to him? How can you tell?
- What did Rashid say about Samer, Amer and Hessa? What do his feelings show?
- Can you think of times when an extended family might meet? Give some examples.



Let's think together about this statement: 'My family is the most important thing to me.' Do you agree? Give reasons.



3 Work in pairs. Role play the scenarios below. Identify the behaviour of Rashid and his family members.

1



2



3



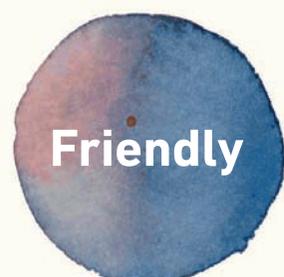
4



- 4**
- Draw four squares as in the illustration below. Then draw yourself in the centre.
 - Draw the people in the other squares according to their importance to you.
 - Share your drawing with your classmates and tell them about the importance of the people in the squares, expressing your feelings towards them.



5 Recount a situation in which you displayed one of the following qualities, and tell your classmates about it:



Lesson 2

Affection and Appreciation

How do I express feelings of affection to others? How do I feel when others express their affection to me?

Vocabulary

appreciation

affection

in a non-verbal
way

care



1 Let's show affection:

Using the diagram you drew in the previous lesson showing the people who are important to you, choose one person from each of the three squares.

What would you like to say to each of them? How would they express their affection to you?

Useful language.

I am glad
you are
here

Thanks
for your
help

Talking to
you is fun
and useful

I respect
you

How would you feel if somebody made one of these statements about you? Share your thoughts with the class.

Rashid at School

A group of friends got together in the school's dining hall to have lunch. Yara noticed that her friend, Rashid, was uneasy, so she asked him, 'What's wrong, Rashid?'

- 'I left my lunch bag at home.'

- 'Why didn't you tell me?! Here, have part of my cheese sandwich.'

- 'Thanks, Yara. But this is your food.'

'I have some extra food. Here you go my friend, take it.'

Noticing what had happened, Ahmad looked at his friends and said, 'Don't worry, Rashid. What do you guys think about sharing all our food?'

John answered, 'Great idea! That's nice!'

Khaled said, 'I have some extra food as well.'

They all opened their lunch bags and emptied them.

The dining table got covered by everyone's food: apples, dates, juice, sandwiches and water.

Rashid felt happy and thanked all his friends, saying,

'How generous of you, Yara!
How nice of you, Ahmad!
How kind of you, John!
How good of you, Khaled!
It's so wonderful to have friends! And I am so happy to
have you as my friends!'



Questions for Discussion

- What did the behaviour of Rashid's friends show when they noticed he had forgotten his lunch bag?
- Why did Ahmad suggest they all share their food?
- Which do you prefer: eating alone or sharing food with your friends?
- If you had been one of Rashid's friends, what would you have done?



Let's think together about the following

statement: 'It's so wonderful to have friends! And I am so happy to have you as my friends.' Let's discuss Rashid's feelings.





3

Work in groups. Look at the photographs and decide what statement of affection or appreciation each act of goodness deserves. Choose one of the situations and role play it with your group.



Family



School



Healthcare



Community



4 Make a list describing yourself. Then write a list describing your partner.

- Make a list like the one below.
- In the first column, write positive words about yourself.
- In the second column, write positive words about your partner.

Me	You
generous	smart
-----	-----
-----	-----
-----	-----

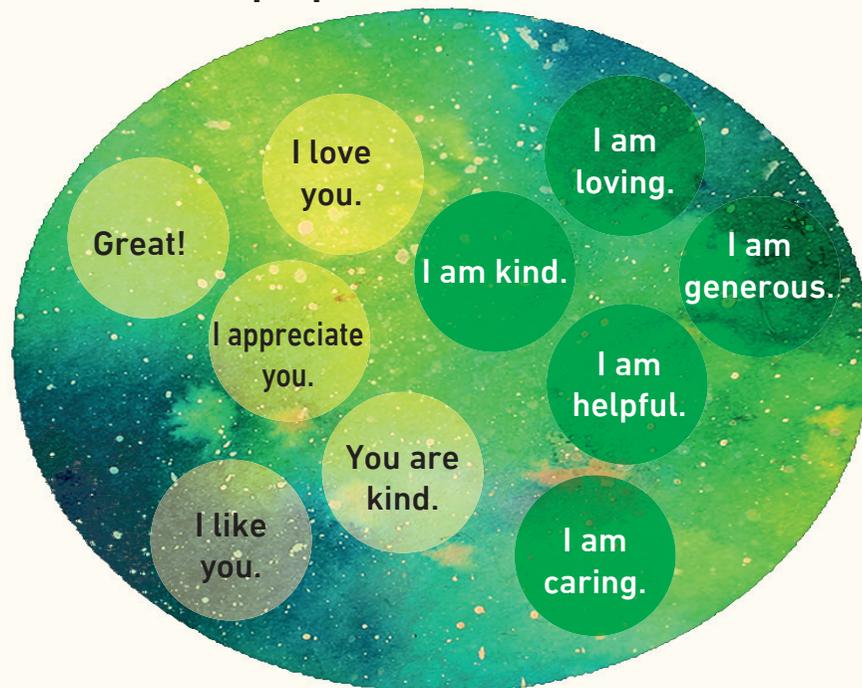


5

Every day this week you will write one complimentary statement on a flower petal. The compliments you write must be ones you have said to people around you before. Use the expressions below as an example.

Statements complimenting other people

Statements of self-esteem





Lesson 3

What is Fairness?

**In this lesson I learn how to
distinguish between a fair and
an unfair situation.**

Vocabulary

fair

fairness

unfair

care

smiling



1 Let's Express our Feelings

One group gets sweets from the teacher, the second group gets computer tablets and the third group gets nothing. Is this fair? Use your face to show your feelings. Talk about how you feel.

At the Zoo

Rashid spent some of his holidays at the zoo. His uncle works there as a manager. However, his uncle likes to take care of the animals himself.

2

One morning, his uncle fed the animals. He gave the largest amount of food to the elephant. Then he gave a smaller amount to the giraffe. And he gave the smallest amount of all to the hare.

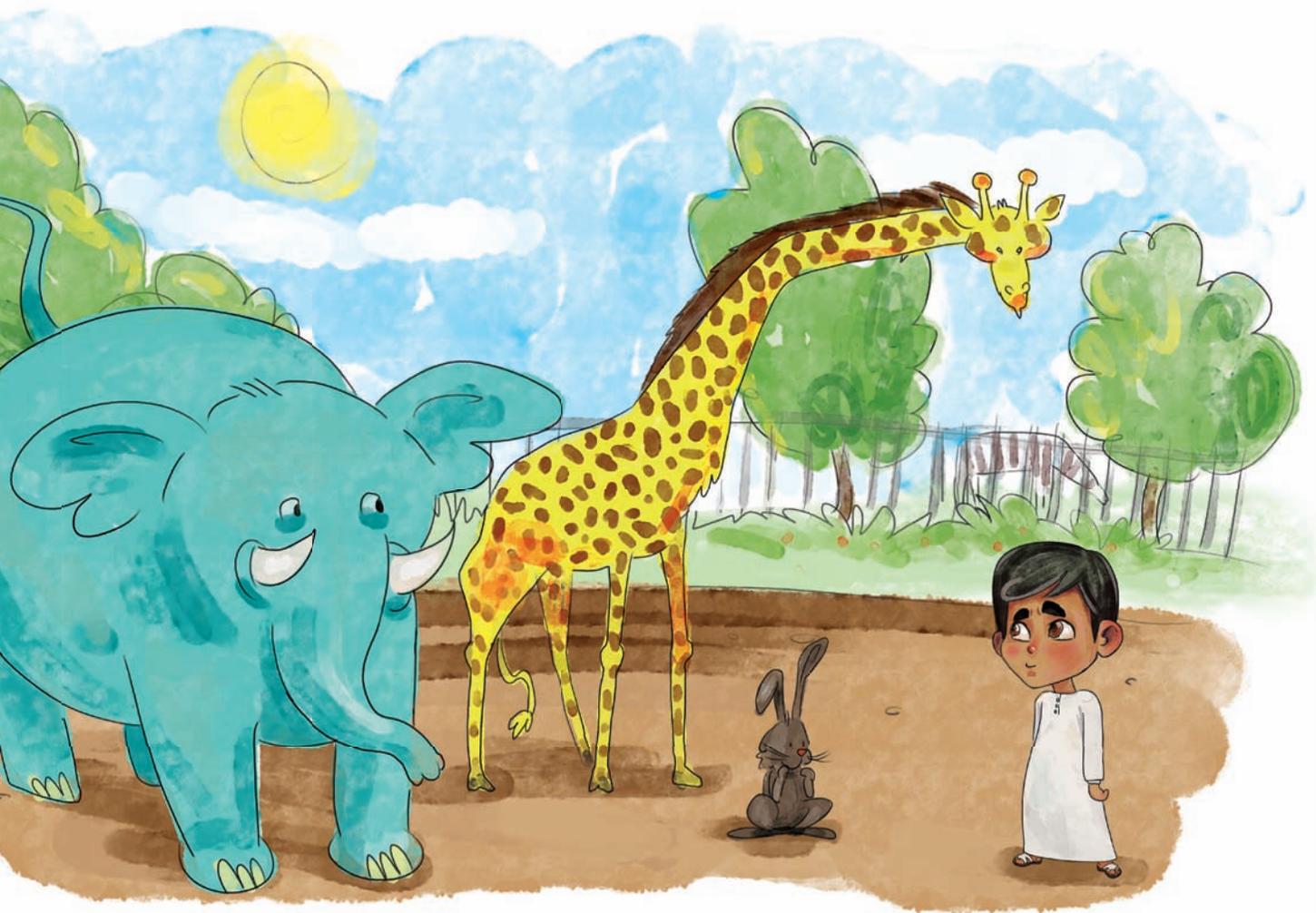
What is special about this zoo is the fact that kids are allowed to feed animals for a week while assisted by an adult.

The hare and the giraffe told Rashid how unfair this was. After all, the elephant always got the most food. Rashid then suggested that the three animals should put all the food together and share it equally. Then that it would be fair for everyone!

After one week, the hare had put on a lot of weight. He now found it difficult to move. He was also sleeping all the time in his house, and the house was full of waste food. The same thing was happening to the giraffe, because he was also getting more food than he needed. But the poor elephant had become weak because he didn't have enough food.

When Rashid's uncle saw his animals like this, he called the vet. This was when Rashid understood the meaning of fairness.





Questions for Discussion

- What was the elephant's share at the beginning of the story, and what was it at the end?
- How were the giraffe and the hare feeling at the beginning of the story?
- Imagine you were the giraffe or the hare. What would you say to the elephant at the end of the story?



Let's Think Together

What is fairness? Let's express our opinions.



3 Match the situations to the circles.

- a My mother was taking care of my sick sister. I was playing by myself.
- b My father bought a toy for me and another one for my brother.
- c My classmates played together and refused to let me play with them.
- d Hessa and her sister shared a packet of crisps with each other.



4 Let's share our experiences regarding fair situations, and express our feelings in front of the class.

I imagine a fair situation that I found myself in at school or at home. I share my feelings about the situation with the class.

5 Draw a picture of an unfair situation you have seen. Then present it to the class. Show how the situation could have been avoided.



Lesson 4

I Am Sorry

**Why should I apologise when I
behave unfairly and how can I
apologise?**

Vocabulary

apology

I am sorry

I am happy



1 Decide if the situations are fair or unfair.

- We raise a blue card when we think a situation is fair and a red card when we think a situation is unfair.

Rashid Realises his Mistake

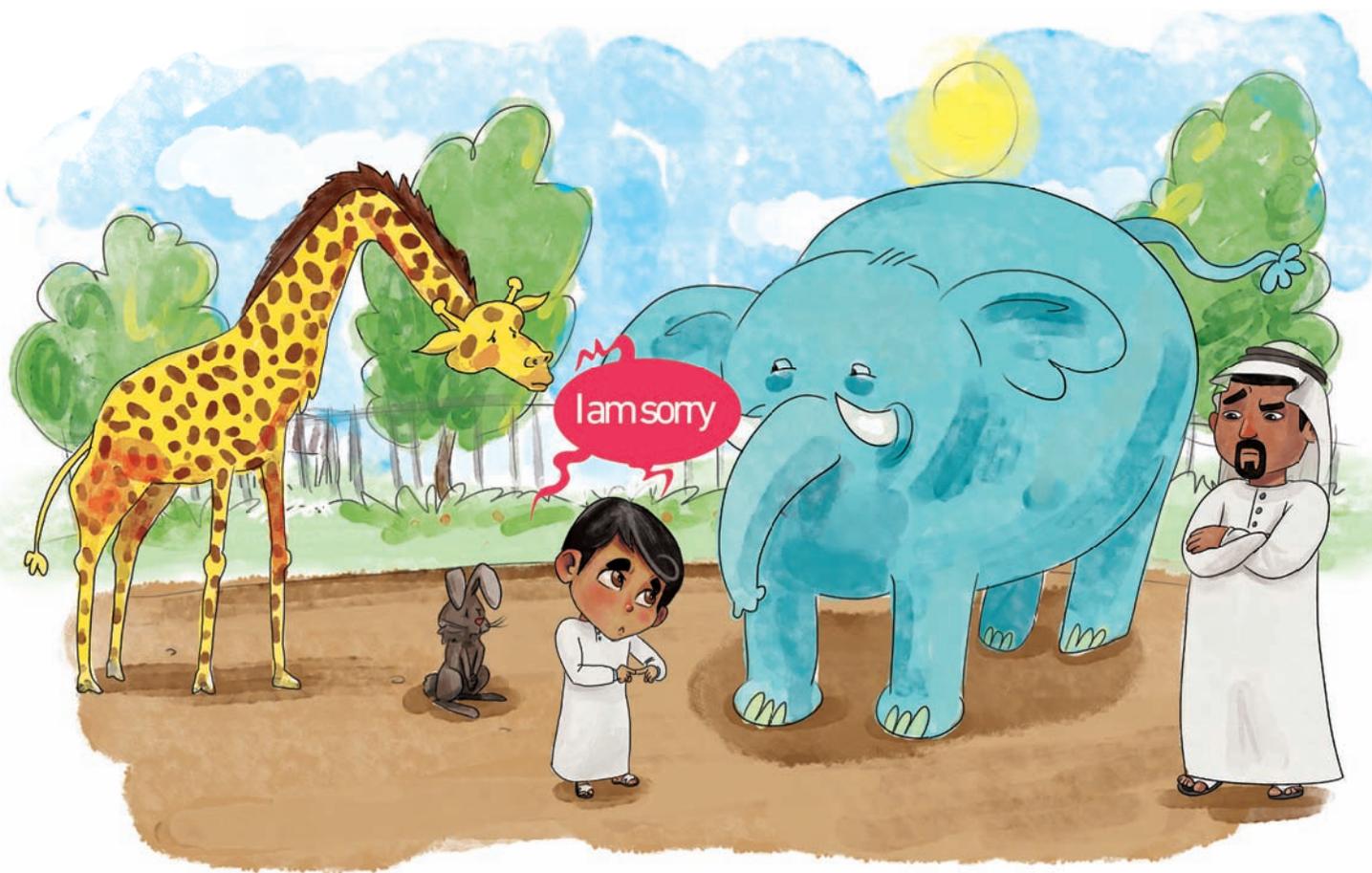
2

When Rashid saw that the poor elephant was ill and could hardly move, he was very sad and ashamed of himself. He realised that in listening to the giraffe and the hare he had been unfair to the elephant. So, he went immediately to the elephant and apologised, saying, 'I am sorry, elephant! I was unfair to you when I told the three of you to share the food equally. Now I understand that in some cases fairness doesn't mean sharing things equally. It actually means giving everyone what they need.'

Then he went up to his uncle and said, 'I apologise to you too, Uncle. I thought I was sharing the food fairly, without understanding how much every animal really needed. I thought how you shared out the food was unfair, when really the way you shared it out was perfectly fair.'

The hare and the giraffe heard what Rashid said and they understood that they were wrong. So they shouted loudly, 'We are sorry!'

From that day on, everyone took very good care of the elephant until it was feeling better. Rashid, himself, gave the elephant its share of the food every morning. He spent most of his time with the elephant, making sure it was feeling better. Then his holiday came to an end and it was time for him to return home.



Questions for Discussion

- In your view, how did the elephant feel after it heard Rashid's apology?
- Is it necessary to apologise? Why?
- Why do you think Rashid spent most of his time with the elephant and fed it himself?



Let's think of ways to apologise and to show we are sorry.



3 Look at these pictures and think of ways that the people in them might say they are sorry or show they are sorry.

1



2





4 Take Part in Role Play

- Work with a partner. Act out an unfair situation which requires an apology.



5 Look up and write the meaning of 'I am sorry' in five different languages.

.....

.....

.....

.....

.....

.....

Lesson 5

Fairness by Sharing

How can I distinguish between a fair and an unfair situation? How can I achieve fairness through participation?

Vocabulary

participation

negative situation

positive situation

feeling of satisfaction

feeling of injustice

security



1

I express my opinion:

The teacher asked the students to sit in a circle to participate in an activity. Kumar refused to sit next to his classmate Saki or work with her. When the teacher asked him why, he answered, 'She is not committed to the lessons and does not share ideas with us.'

- What do you think of Kumar's attitude?
- How would you feel if you were in Saki's position?



The Tree House

When Rashid returned from his uncle's home, he found that his father had built a tree house in their garden.

Rashid was very happy with the tree house. He decided to spend the rest of the holiday playing in it. One day, his uncle Salem's family came to visit for the day. Rashid invited his cousin Majed to his tree house. When Hamad, Majed's younger brother, wanted to join them, Rashid refused, saying,
- 'You can't come into my tree house - it's not for little kids.'

A little while later, Hessa, Majed's sister, wanted to play with them. Rashid shouted at her,
- 'No! I don't want you here! This tree house isn't for girls!'

Then Adam, the neighbours' son, came, but Rashid didn't allow him into the tree house either, saying that Adam did not like football as much as he and Majed did.

After lunch, Hamad, Hessa and Adam got into the tree house before Rashid and Majed, and started to play in it. When Rashid and Majed arrived, the others shouted together,
- 'This tree house is for sharing.'



Questions for Discussion

- Does Rashid's behaviour show justice and fairness?
- How do you think Rashid felt at the beginning and end of the story?
- Describe in two sentences what you think happened next.



Let's consider the phrase, 'Fairness through Sharing'. Link it to the tree house story, and explain its meaning.



3 Draw the stages of the story in the boxes.

1 Rashid's
Attitude at the
Beginning

2 What Rashid's
Friends Did

3 A Fair Ending



- 4** Work in pairs. Discuss how to resolve the situation below. Think about how an unfair situation can be turned into a fair one. Then role play the solution.

Molly bought a new necklace, but refused to let her sister borrow it.





5 Only four people can play a classroom game. You and your classmates are already in a group of four, but Sony wants to join you.

- a. Think of a fair solution that will allow Sony to play as well.
- b. Explain your idea to your classmates.



6 Let's see things positively and express ourselves!

Get into groups of six and form circles. The teacher will put a box in the middle of each circle. Each person in each group will take a turn to look in the box and describe what they can see in positive terms. So when one person has described what is in the box, the box is passed to the person beside them to do the same. The box is then passed to the next person, who does the same.



My Family and I

- Lesson 1 My Family
- Lesson 2 The Importance of Expressing Feelings
- Lesson 3 Ways of Expressing Feelings
- Lesson 4 I Like! I Dislike!
- Lesson 5 What Am I Good at?



How can I share my feelings with my family and friends? How can I express my likes?

Exploratory Questions

Who are my family members?
How do I share my feelings with them?

How can I recognise positive and negative feelings?

What are the things that make me scared and worried? How do I deal with them?

Who helps me get over the negative feelings? What is the role of my family in this?
Would my feelings change towards what I like and what I don't like? Would I learn how to like new things?
Do we all prefer the same things? Or does each one have his own preferences?



Lesson 1

My Family

**Who are my family members?
How do I share my feelings with them?**

Vocabulary

tenderness

important

care

jealousy

roles

worry



1

Work in groups. Look at the picture. And then answer the questions that follow.



My Family

- Describe one good thing about each member of your family.
- Draw a picture of your family in the box above.
- Talk about your feelings for each member of your family.

The New Baby

My mother went to hospital today to have a new baby. My grandparents came to take care of me while my parents were at the hospital. But I didn't feel as happy as usual.

They tried to cheer me up, but I just wanted to stay in my room.

I felt strange and didn't really know why. I also had a lot of questions.

- Will I really have a little brother?!
- Will my mother love him more than she loves me?!
- Will he take my place in my family?!
- What is all this attention for? And why is everybody so busy with the birth?!

Just as I was thinking these thoughts, my grandparents came into the room. They were really excited. My grandmother said, 'Congratulations, Mila! You've got a new baby brother! His name is Silvio!' I wasn't sure why I should be happy. I think my grandmother saw how I was feeling and she gave me a hug. And then she said 'Come on. Let's go out for a while!'

My grandmother's plan made me happy - I love going out with her.





Questions for Discussion

- Why was Mila not as happy as usual when her grandparents came?
- Mila said that she felt strange. What do you think she meant by that? Why did she feel strange?
- Why do you think Mila's grandmother suggested going out for a while? How did this suggestion make Mila feel?
- What different feelings did Mila have at different points in the story?



Imagine you were in Mila's shoes. Share your feelings and thoughts with the class.



Identifying Feelings

3 How does Mila feel in the pictures below? Write.

a



.....

b



.....

c



.....

d



.....



4 Think about how you would feel in the following situations.

4 In each case, write how you would feel in one word.

- a. My mother was taking care of my little brother and asked me to play in my room.
- b. My friend had to go to hospital because he had a sudden illness.
- c. I scored the winning goal in a football match when my parents were watching.
- d. I love my uncle and aunt and my cousins very much. They went to live abroad.
- e. My little sister borrowed my favourite toy and broke it.



5

Some kids are looked after by an aunt or uncle.

a. Match each member of your family to the roles they play:



My grandparents



My father



My mother

- a. Helping with homework
- b. Taking care of the children
- c. Preparing food
- d. Running the home
- e. Telling stories
- f. Maintaining the house
- g. loving and caring

b. Think about your role in the family. Write.



Lesson 2

The Importance of Expressing Feelings

How do I express my feelings?

Vocabulary

worried

angry

excited

jealous

I am good at

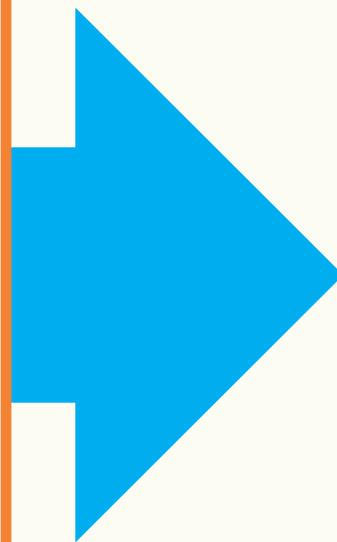


1 Everyone think of a feeling.

Remember a feeling you once had.

Write it down on a piece of paper.

Stick the piece of paper on a blackboard together with all the other feelings.



Along Came my Brother

My mother came home from the hospital today with my newborn baby brother. She hugged me and said, 'I love you so much, Mila. You really are my special girl.' I closed my eyes and felt warm and happy. I always feel safe in my mother's arms!

My grandmother was busy preparing different types of sweets for the guests who were coming to congratulate us on the arrival of the new baby.

I suddenly felt worried. I sat in my room wondering if my family would love Silvio more than they loved me. Then my mother came in and asked if I wanted to see my little baby brother.

I said, 'He's so small and I'm so big. What could I do with him?'

My mother said, 'Come with me!' She took me to see my brother, Silvio. When I looked in the little cot I saw a little face. Suddenly, Silvio opened his eyes and started to cry.

My mother said, 'Why don't you hold him? That'll calm him down.'

Gently, my mother put Silvio in my arms. I smiled at him and he stopped crying and went back to sleep!

I thought to myself, 'He must really love me.' This made me happy and I said to my mother, 'I think I'm going to love my brother Silvio very much!'



Questions for Discussion

- How did Mila's feelings change before and after her mother came home from the hospital?
- Why did Mila become worried again? Do you think you would feel the same? Explain your answer.
- Who helped her get rid of her worry, and how?
- In your opinion, how can Mila look after her little brother?



Have you ever felt worried or jealous? What was the reason? Tell us.



3 How would you feel if your mother was away in hospital having a baby? How would you feel after she comes home with the baby? Complete these sentences.

While my mother is in hospital

I would feel

.....
.....

Because I

.....
.....

When my mother comes home with the new baby

I would feel

.....
.....

Because I

.....
.....



4 How would you feel in these situations? Choose the correct words and write.

a. My father is away travelling.

b. I lost my new lunch box in the playground.

c. None of my friends want to play with me during break.

d. The teacher asks me to read a poem aloud to the class. I don't read very well.

e. We are going to play football at school. Football is my favourite game.

f. I'm going camel riding at the weekend. I have never ridden a camel before.

angry

embarrassed

worried

happy

excited

lonely

sad



5 My likes and dislikes!

Work in pairs. Draw two boxes. Write in one box some things you like and in the other box some things you don't like. Discuss with your friend.

Lesson 3

Ways of Expressing Feelings

Why do I have particular feelings?

How do they come about?

How do I express my feelings?

Vocabulary

positive feelings

negative feelings

imaginary fear

real fear



1 The Feelings Game



- You are going to play a game about different feelings.
- Pick a card.
- Mime the feeling word written on the card. The class has to guess the feeling you are miming.
- Split into two groups. The students who mimed a positive feeling go into one group. The students who mimed a negative feeling go into the other group.

My Brother Silvio

My brother Silvio cries all the time. He cries during the day and he cries during the night! Every time he cries, my mother runs to his room to take care of him. It really upsets me! I want to scream at him. That will make him quiet.

One day, Silvio started crying and, as usual, my mother ran to his room. She came back holding him in her arms. She looked worried. She told my father that Silvio had a high temperature. He needed to see a doctor.

It was time for me to go to school. Once again, I felt really angry. I thought, 'While I am at school, my mother and my father will be looking after my brother and cuddling him. I'd love to scream at him and scare him.'

At school, I was thinking, 'I wonder what my mother and my father are doing now. Is Silvio still crying?'

In the playground, I saw my friend Mona. She was crying! I asked her what was wrong. She told me that her little sister was sick. She was worried about her. She wanted school to end. She wanted to go home to see her sister.

I felt ashamed. I hoped that my brother would get well soon. I love him so much!



Questions for Discussion

- Was Mila really angry because Silvio was crying, or was there another reason?
- Was Mila right to be so angry? If Silvio was your brother, how would you have felt?
- When Mila is at school and wonders what her parents are doing, what do you think Mila is thinking?
- How do Mila's feelings change when she talks to her friend Mona in the playground?



Let's think about Mila's feelings. How do they change during the story?



3

Negative and Positive Feelings

Write down two things that make you feel the emotions below. Discuss with another student. Then discuss in groups.

Pain

Worry

Sadness

.....

.....

.....

Happiness

Pride

Calmness

.....

.....

.....



4

Think about how you would feel and act in the situations below. Write words to describe your feelings and actions.



Feeling

Action



Feeling

Action



Feeling

Action



5

Is my fear real or imaginary?

Look at the photos below. Discuss with another student the reason for the fear. Write if the reason is real or imaginary.



a. The wind blew the curtains as I was sleeping.

reason.....



b. I saw a snake in the garden.

reason.....



c. There was a big thunderstorm.

reason.....



d. I got lost in the shop.

reason.....

Lesson 4

I Like!

I Dislike!

Do I like everything?

Vocabulary

I like

change

better



1 Let's play a game: jump to the right, jump to the left.

- Jump to the right when you hear the name of something you like.
- Jump to the left when you hear the name of something you dislike.



I don't like this food

I love Fridays so much. Friday is when the whole family gets together to eat. Usually my grandmother visits us and helps my mum cook the food.

I love having my grandmother around. My grandmother cares so much for me and always tries to make me happy. She always cooks my favourite foods when she comes to our house. She makes me feel like I'm special and that makes me really happy. It's great that she cares so much for me.

Today, I am confused. My grandmother made chicken curry, but I don't like the spices in it. She asked me to try it, because she didn't have time to make anything else. I love my grandmother very much, and I don't like to say no to anything she asks. However...



Questions for Discussion

- Complete Mila sentence, 'I love my grandmother, and don't like to say no to anything she asks. However ...'
- Put yourself in Mila place. What would you do?
- Do you like the food your grandmother makes? What is the best thing she cooks?
- Is there any food that you used to dislike but now like? How did this happen?



Explain how you feel when you do something you don't like.



3

Put yourself in Waddah's position. What would you do? Why?

Waddah has invited his friends to his house to play. He's thinking of giving them biryani, harees and dates covered in chocolate to eat. He's not sure whether they should play football or watch a film.

If you were Waddah, what food would you give your friends? What activity would you do? Why?





A. Put ticks in the correct places.

Choices	I like	I dislike	Neither like nor dislike
Biryani			
Harees			
Dates covered with chocolate			
Watching football			
Watching films			



B. Let's have fun.

Work in groups. Try to agree on what food Waddah and his friends should eat, and what activities they should do.



4 Do I like the same things all the time?

Look at these pictures. Think of the different times when these different things are used. How do you feel about them? Talk about when you like these things and when you do not like these things.





5

Work in pairs. Draw a picture of something you used to like and a picture of something you've started to like. Discuss with your partner.

I used to like

I've started to like

Lesson 5

What am I good at?

Can I do this?

Vocabulary

talents

excellent job

I am good at



1 The Matching Game.

- Sit in a circle.
- Choose a number.
- Match the number with the activity card.
- Can you do what it says on the card?

Can You?

Can you stand on one leg?	Can you greet someone in Spanish?	Can you jump hop like a rabbit?	Can you say the days of the week?
Can you make a kite?	Can you name 5 types of fruit?	Say 'red lorry, yellow lorry' ten times.	Can you think of five words starting with the letter <i>d</i> ?

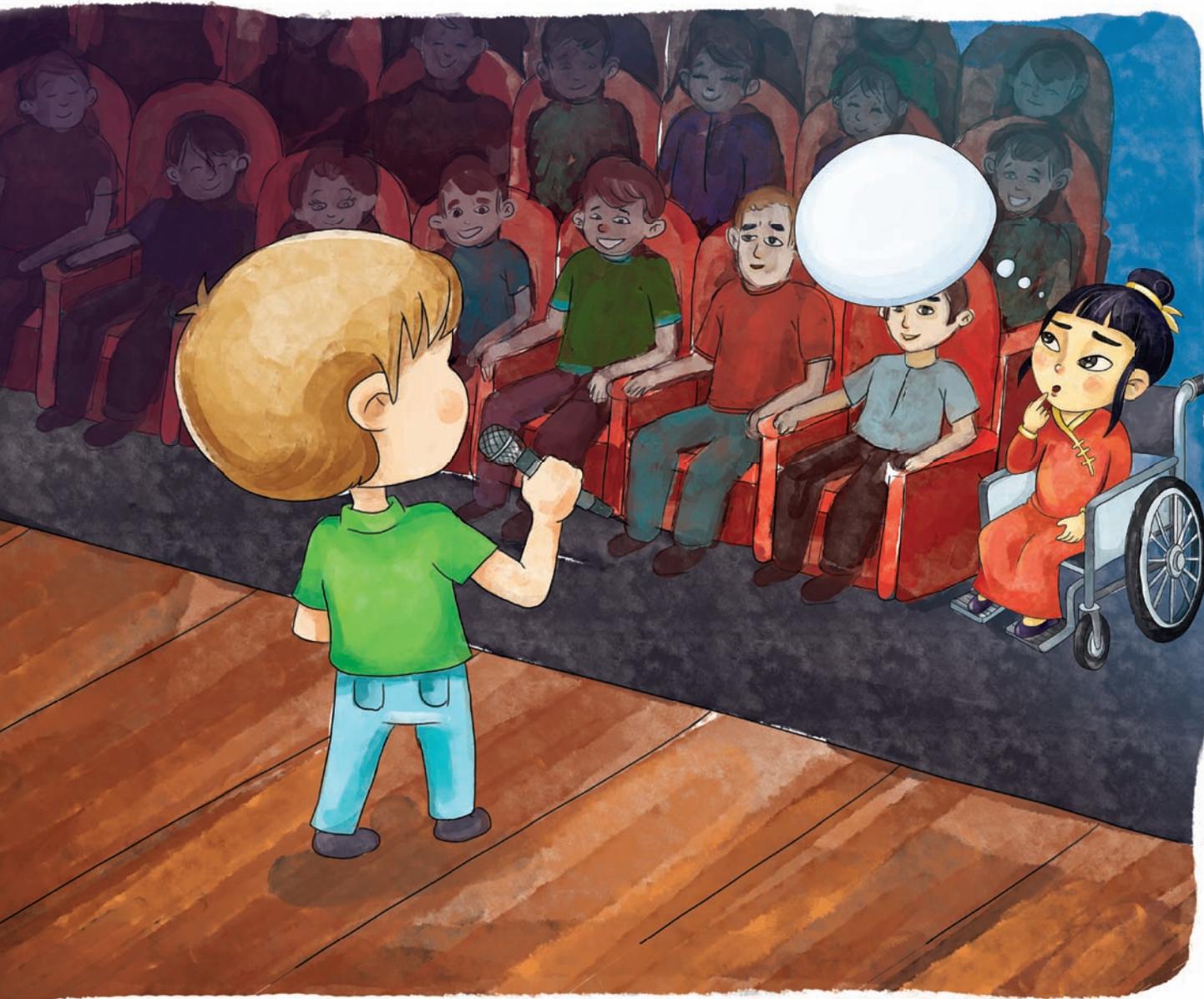
I Am Special

Our teacher recently organised a 'Talent Day'. He asked us all to share something we are good at. My friend Shaima did a beautiful drawing.

Philip acted out a short scene from a play. He's really talented and his performance was amazing. Carl recited a poem for all the mothers in the audience - he was so good, he made people cry.

I didn't take part in 'Talent Day', but I am talented - I'm very good at science and one day the school organised a science competition. Thirty of us took part in it. The competition had several rounds. I passed them all and got to the final. It was just me and my friend Amer left. At the end of the final round, Amer and I had the same score. The teacher asked a final question to decide the winner. We both knew the answer, but I was quicker. So I won the competition!

That day I felt very special. I think each of us can do a great job if we try hard enough.



Questions for Discussion

- Why do you think the teacher organised a 'Talent Day'?
- How do you think Shaima, Philip and Carl felt after their performances?
- Do you think Mila can be as good as her friends at drawing, acting and reciting? Why?
- Have you ever felt special? When? Why?



Let's think about the statement, 'I think each of us can do a great job if we try hard enough.' Do you think this is true?



3 Things I am good at and things I am not so good at.

A. Draw something you are good at and something you are not so good at.

I am good at

I am not good at

B. Work in pairs. Discuss with your partner.

- How do you feel about what you are good at?
- How do you feel about what you are not good at?



4

Things I am not good at but like doing.



He likes swimming.



She likes riding her bike.



She likes riding a horse.



She likes drawing.

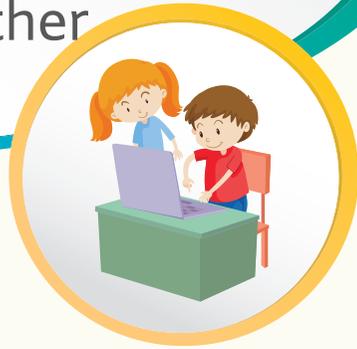
- a. Think of something you are not good at but that you like doing.
- b. Work with a classmate who has chosen the same thing as you.
- c. Discuss how you can get better at it. Who might help you get better at it?



5 Sharing Talents.



Look for classmates
who have the same talent as you.
Practise together to demonstrate your
talent to your other
friends.





6 I thought that... but now I think that...

Work in groups. Share what you understand about the *My Family and I* unit. Complete this sentence:

I thought that... but now I think that.....

Parents' Guide

Unit 1 Fairness and Affection

Unit 2 Me and My Family

**Unit 3 Discovering UAE Heritage Through
Story Telling**

Unit 4 Caring, Honesty

Unit 5 Friendship

Unit 6 Intangible Heritage

Unit 1

Fairness and Affection

Dear Parents,

Welcome to a new academic year, one that we hope will be fruitful and beneficial.

We have decided to teach Moral Education in order to help our students develop their character. We aim to introduce a set of individual and social values, which we hope they will abide by. This will enable them to play an effective role in the community and create a bright future on both personal and social levels.

Therefore, we hope you will contribute to our efforts by talking to your children and discussing the topics and lessons of this course with them. You can then apply the activities suggested in this manual, ensuring students' interaction with their family members.

At the beginning of each unit, you will find a summary of its content and intended learning outcomes. We hope you will read the summary and learning outcomes and collaborate with your children to apply the two activities relating to each unit.

Objectives of the Unit

In this unit, students will be introduced to fair and unfair life situations, ways of dealing with those situations, suggesting ways of turning an unfair situation into a fair one, explaining the concept of discrimination and the importance of apology and fixing mistakes through peace offerings. They will also be introduced to the important family members to them, the feelings they have towards them and how to express them. This unit will afford the students the chance to talk about themselves and others using positive statements and exchange compliments with them.

This will be accomplished across five lessons containing the concepts relating to the unit title. These lessons are designed to answer the central question. This is the question that all lessons revolve around and that the students should think about throughout the unit learning process.



Will I be happy if I am fair?

Exploratory Questions

- Why do we think about others, and how to treat them? Are we always fair?
- What are the different ways of apologising?
- How can we show affection to others?

Learning Outcomes

- Provide a simple explanation of fairness and unfairness
- Identify fair and unfair situations
- Suggest ways to change an unfair situation into a fair one
- Recognise the necessity of offering an apology as compensation for one's unfair behaviour
- Understand that people express affection and receive it from others in many ways
- Talk about ourselves using positive terms

Homework activities

Activity 1:

- Family members write their names on small pieces of paper and place them inside a bowl.
- Each family member randomly chooses a name on a daily basis and during the learning process of this unit. He or she then exchanges statements of appreciation and affection with the person named on the paper.
- At the end of the theme, all family members draw themselves, expressing their feelings after having heard these statements.
- Collect your family members' drawings, after asking for their permission, and bring them to school to discuss them with your classmates.



Activity 2:

- Family members discuss the house rules. Some of these might seem to be fair and some might seem to be unfair to the others.
- Each family member explains his or her point of view to the others.
- Family members work together to turn unfair situations into fair ones.
- Family members write these rules on a board or a large paper to be hung on the wall, if possible.
- Everyone tries to abide by the rules.
- Family members gather again at the end of the month to discuss the amended rules once more and express how they individually feel about them.
- Students write down their comments regarding the two discussion sessions and share them with their classmates.



Bowl containing family members' names

Unit 2

Me and My Family

Objectives of the Unit

This unit discusses the topic of children as family members, their relationships, the care they receive within their family and its importance in developing their personality. Students explore the feelings they have towards others, especially their family members. This unit focuses on raising self-awareness to understand and describe feelings, whether they are positive or negative, as well as providing students with the required terms for expressing their feelings and helping them learn about what can cause certain feelings. In this unit, students will also learn the concept of wanted and unwanted things, in addition to the concept of strengths and weaknesses; they will also learn that these concepts are not fixed because every person has his or her own unique preferences and abilities. Moreover, this unit allows the students to reflect upon themselves (think about their thoughts, motives and feelings) and introduces them to the essential tools for improving themselves and exploring new thoughts or experiences.

This will be accomplished across five lessons containing the concepts relating to the unit title. These lessons are designed to answer the central question. This is the question that all lessons revolve around and that the students should think about throughout the unit learning process.



How can I share my feelings with my family and friends? How can I express my likes?

Exploratory Questions

- Who are my family members? How do I share my feelings with them?
- How can I recognise positive and negative feelings?
- What are the things that make me scared and worried? how do I deal with them?

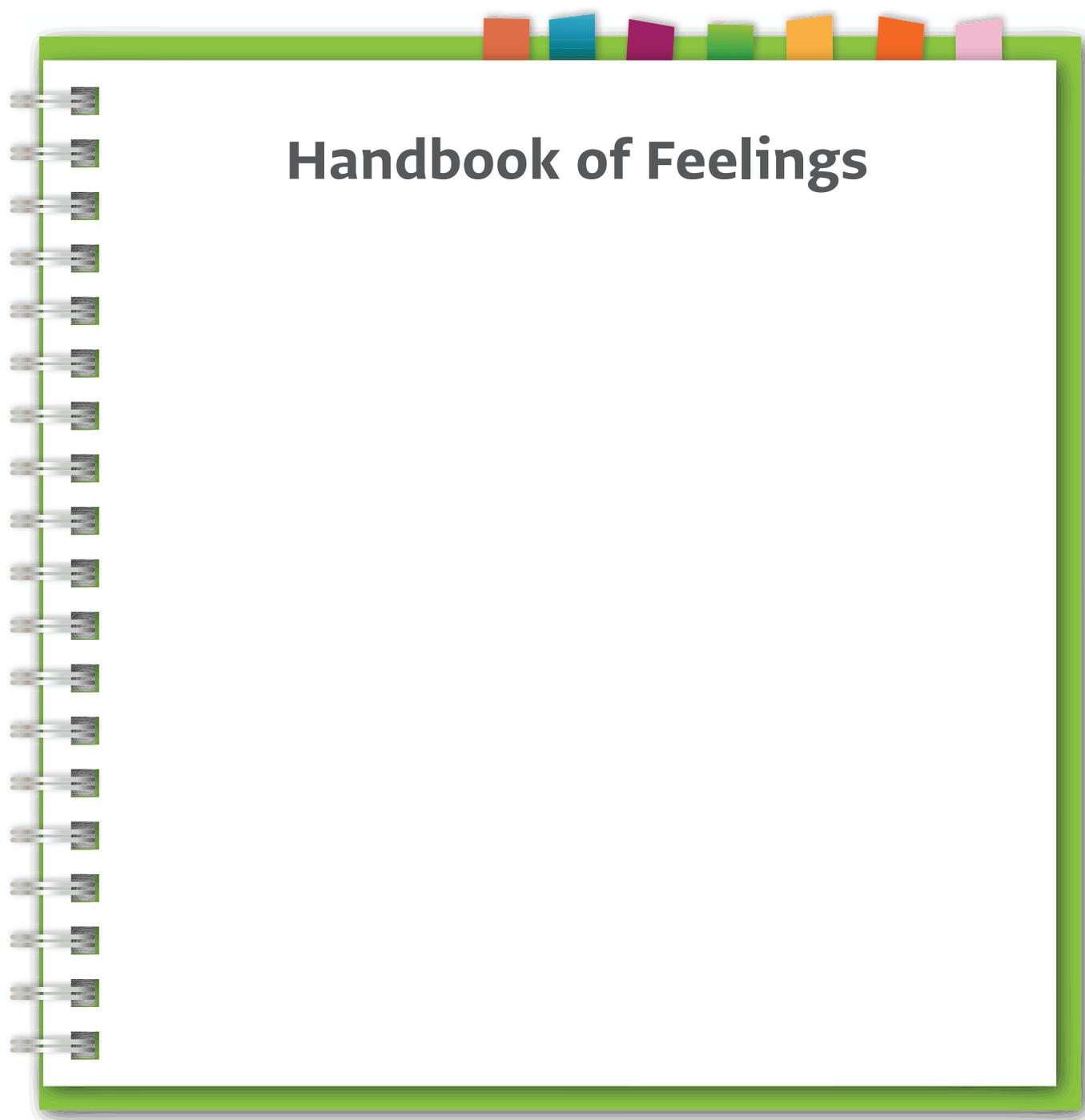
Learning Outcomes

- Use new terms to describe their feelings, recognise the positive and negative ones and determine the things that can make them experience certain feelings like worry
- Talk about the things they are good at and those they find difficult, (points of strength and weakness differ from one person to another), and realise the importance of enhancing their weaknesses, which is a natural aspect of developing and improving themselves
- Determine their likes and dislikes, justify their choices, and realise that people don't necessarily like the same things and that it's possible to learn how to love things
- Identify the people who are important to them, the relationships that exist between them and the roles that family and friends have
- Explore their feelings in the scope of their important relationships: Family and friends

Homework activities

Activity 1:

- Family members make the “Handbook of Feelings” and work together to decorate its cover.
- After each activity the family accomplishes, and during the weekend, each member draws his or her feelings about the activity in the handbook.
- At the end of the month, the family discusses the different feelings drawn in the handbook.
- Students share the handbooks with their classmates, after asking for their family members’ permission.



Activity 2:

- Each family member reflects upon a task he or she finds difficult to accomplish.
- The other family members help them improve their performance in this task throughout this month.
- At the end of the month, each family member accomplishes the task he or she trained to do.
- They take pictures of themselves while doing the tasks.
- Students share these pictures with their classmates.

Glossary

A feeling of satisfaction: A feeling of being happy and reassured

Affection: Fondness or love

Angry: Annoyed and upset

Apology: Expression of regret for a mistake made

Appreciation: Respect for something of value

Appreciative: Aware of the value of people and things

Bad treatment: Treatment that makes us feel sad, upset or dissatisfied

Better: Improved

Bored: Uninterested; not excited

Care: Looking after the other person

Caring: Taking care of people and things

Change: Changing

Collaboration: Working together on the same task

Compassionate: Tender and gracious; has a spirit of solidarity and concern

Confused: Troubled or puzzled; unsure of the meaning

Cooperative: Helpful; works with others

Decency: Polite behaviour

Decent behaviour: Acceptable, polite and appropriate behaviour

Different: Not the same; contrasting

Duty: What you have to do

Excellent job: Task that is very well completed

Excited: Passionate; enthusiastic

Fair: Treating people equally, justly and without discrimination

Fairness: The quality of being fair. Treating people equally, justly and without discrimination

Family / Parents: Family members, from the mother's or father's side, who share social and family bonds

Feeling aggrieved: Feeling you have been treated unfairly or unjustly

Forgiveness: Pardon and approval

Friendly: Loving

Friends: Classmates

Good at his job: Stands out and excels at his job

Good listener: Listens attentively and carefully

Good treatment: Treatment that makes you feel satisfied and happy

Happy: Joyful; glad

Helpful: Cooperative; assists others

I am good at: I can do a job well

I am happy: I am pleased or joyful

I am sorry: I express my regret and try to undo the mistake

I care: I take good care of; I am not careless

I like someone or something: I have positive feelings for

I respect the Law: I abide by the Law; I follow and apply it

I respect: I treat others well out of love and politeness; I consider other people's feelings

Imaginary fear: Fear of things that don't exist and shouldn't be feared

Important: Necessary; worth paying attention to

In a non-verbal way: Expressing something using body gestures

Injustice: Unfairness, wrongness

Jealous: Having the feeling of jealousy

Jealousy: Envy, a love for being solely cared for and loved by others, being bothered when someone else receives more love, care or even a higher position or more money

Loving: Friendly; capable of showing love and care

Negative feelings: Unpleasant and destructive feelings that make us sad, upset, angry or tired

Negative situation: An unfair situation, often involving improper behaviour or hurting others

Other people's needs: What others require

Others: People around me in my community, other than family and friends

Participation: Joining in and doing things together

Polite: Well behaved

Positive feelings: Pleasant feelings that make us feel happy or comfortable

Positive situation: A fair situation, usually involving decent behaviour and comfort for others

Reciprocity: Treating others the same way you would like them to treat you

Roles: Functions and tasks carried out by people

Sad: Unhappy

Satisfaction: A feeling of comfort, when you have what you need

Scared: Afraid

Security: Feeling safe, reassured and unafraid

Similar: Has common qualities with others; is like something else

Smiling: Showing you are happy and not sad

Talents: Natural abilities that you were born with

Tenderness: Love, kindness

Treating others with kindness: Acting in a good way

True fear: Fear of real things that rightly cause fear

Understanding: Accepting and believing what others say

Unfair: A person who is unfair treats people unjustly and with discrimination. people unjustly and with discrimination

Unique: Has his own qualities; doesn't resemble anyone else

Worried: Feeling upset, uneasy or uncomfortable

Worry: A sense of unease or discomfort

Dear Student,

To get the digital version of the book, visit the below link to download the app
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