



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Five

First Semester

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

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التربية الأخلاقية
MORAL EDUCATION

Ministry of Education - Call Centre
For Suggestions, Inquiries & Complaints



80051115



04-2176855



ccc.moe@moe.gov.ae



www.moe.gov.ae

Trial Edition

2017- 2018

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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.

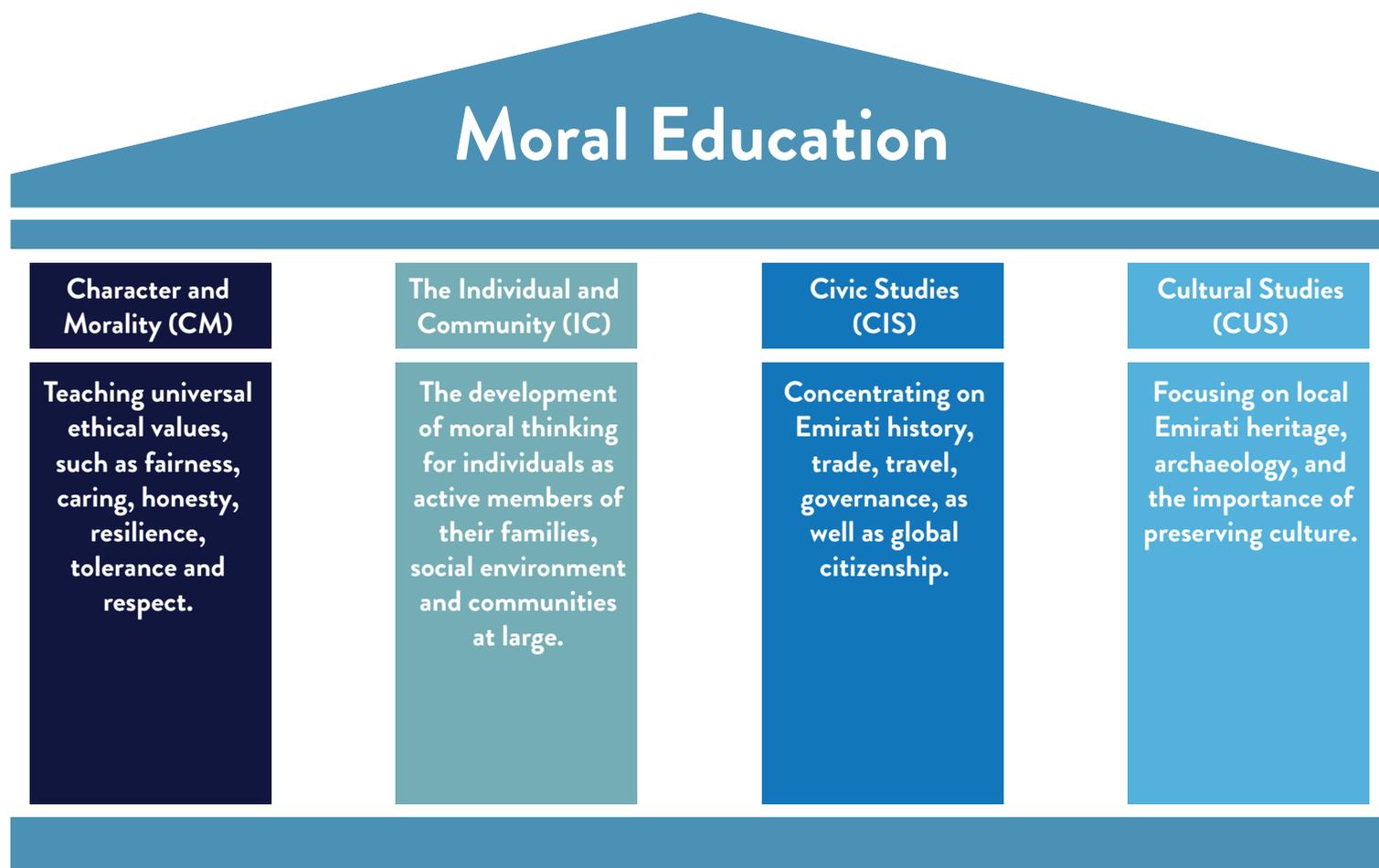
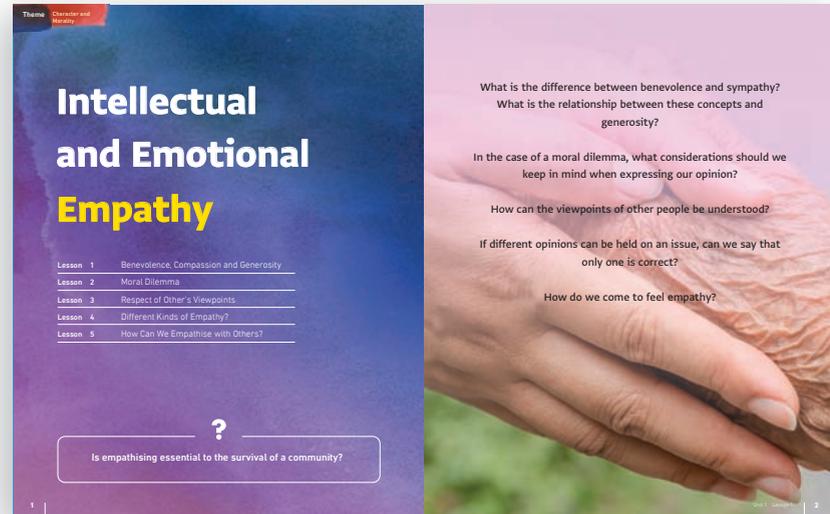


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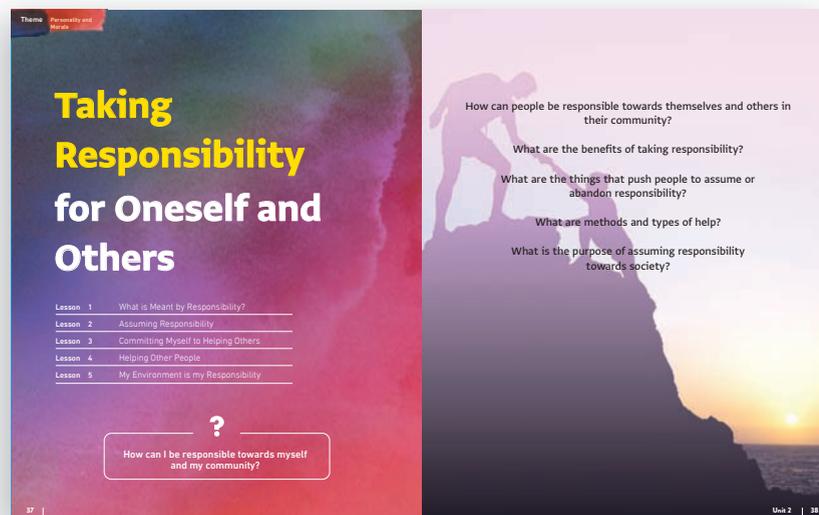
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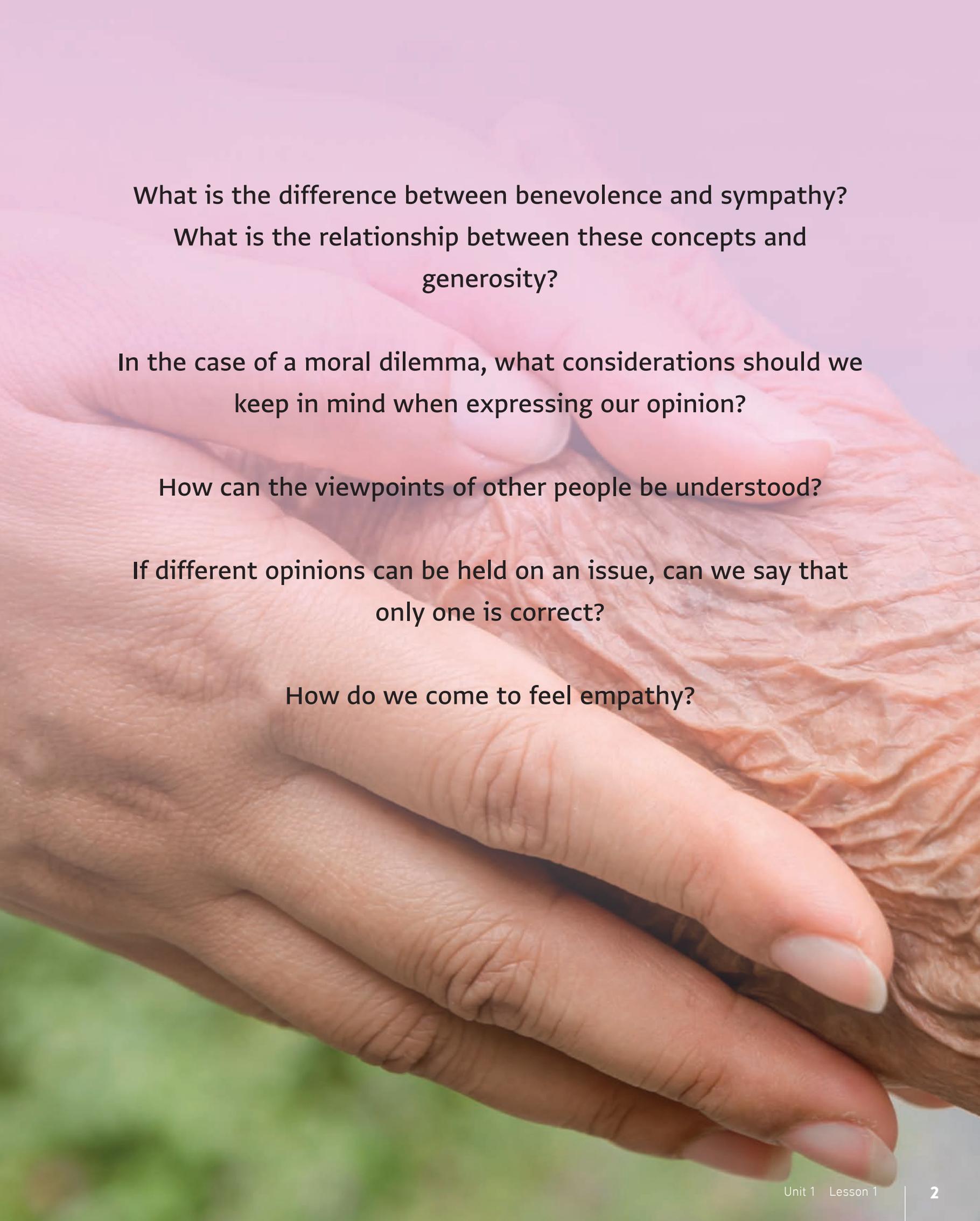
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Intellectual and Emotional Empathy

Lesson 1	Benevolence, Compassion and Generosity
Lesson 2	Moral Dilemma
Lesson 3	Respect of Other's Viewpoints
Lesson 4	Different Kinds of Empathy?
Lesson 5	How Can We Empathise with Others?



Is empathising essential to the survival of a community?



What is the difference between benevolence and sympathy?

What is the relationship between these concepts and generosity?

In the case of a moral dilemma, what considerations should we keep in mind when expressing our opinion?

How can the viewpoints of other people be understood?

If different opinions can be held on an issue, can we say that only one is correct?

How do we come to feel empathy?

Lesson 1

Benevolence, Compassion and Generosity

○ Learning Outcomes ○

Explain the meanings of benevolence, compassion and generosity. Give examples, from real life, where these values have been experienced personally.

Vocabulary

benevolence

compassion

empathy

generosity

1 Work in groups. Brainstorm about cyberbullying. And then answer these questions.

1. How does this type of bullying affect children's thoughts and feelings?
2. How can we sympathise with and help child victims of cyberbullying?
3. How can we combat cyberbullying?



2

Read the story of Khalil. Then discuss the issues that follow.

The boy's name was Khalil. But people did not know him by that name. Many people called him Limpy, making fun of his injured leg. In fact, he would go days without hearing his name. As the taunts would not stop, Khalil became very sad. He lived in a poor area, working hard at the grocery store to make his living. The streets were full of homeless children, fighting over scraps of food, money and shelter. Whenever Khalil saw these kids, he would try to run away despite his painful limp.

One day, the mean homeless boys grouped around him in the neighbourhood and started pulling his hair. One of them grabbed hold of his injured leg and hit it with a stone, laughing at him. 'Limpy! Limpy!' They all taunted him.

Suddenly, a man passing by shouted at them threateningly. They all ran away in different directions. Khalil raised his head out of the dirt. His eyes were full of tears and he was in pain. He saw Karim, the confectioner, who owned the grocery store where he worked. He felt relieved and wiped away his tears. Dusting himself down, he said, 'Every day they chase me, beat me and eat my food.'

He reached for his bag and started picking up the scattered bread, which was now covered in dust. Frowning, Karim said, 'Leave them. I will give you food.'

Khalil raised his eyes, happy to hear that but wondering how to pay for it. Karim understood his worries and said, 'Stand up! Don't think about paying. I will give you food for free. I'll teach you and help you to overcome your injury!'

**Adapted from *The Lame Boy*
by Tawfiq Yusuf 'Awwad**



A. Work in pairs.

**How did the street boys treat Khalil?
How did Karim treat Khalil?**

Boys

Karim

B. Work in groups. Discuss what society can do for bullied people like Khalil. Write your ideas.

3

You have seen how bullying can be tackled with benevolence (kindness) and generosity. What do you think the difference is between compassion and benevolence? How does compassion link to generosity?

Read the text from the biography of His Highness Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him. Then discuss the points that follow.

Sheikh Zayed, may God have mercy upon him, went on many trips across the country. During these trips, he would often stop in front of a humble construction worker or farmer, asking his name and information about his family, quality of life and whether he is comfortable at work. If the worker had a problem, Sheikh Zayed would command the problem to be resolved, and be on his way. This noble act happened frequently in different regions.

A. Consider the biography of Sheikh Zayed, and discuss with your group the acts of generosity that he is known for. Present your work to the class. You can use paper to display it on the wall or give a digital presentation.

In the words of the leader: “Empathy and generosity are the foundations of community advancement.” It was then declared that 2017 is the ‘Year of Giving’ in the UAE.

B. With your group, prepare a short play about how one expresses benevolence, compassion, and generosity and the feelings one feels while expressing those humanitarian values.

4

Read about how acts of charity are practised by the UAE and its people. Then do the activity that follows.

Students at a school in the UAE harvest organic vegetables

As part of the activities of the Year of Giving 2017, one of the schools in the UAE celebrated the first festival of the harvesting of organic vegetables grown by students at the school. The vegetables were sold and the proceeds given to charities.



Abdullah Al Wiswasy

Abdullah Al Wiswasy was the first teacher in Abu Dhabi. He started work in the 1960s on a monthly salary of one rupee. He along with other early teachers, was a volunteer answering the call for education. These first teachers were following the directives of HH Sheikh Zayed, may God have mercy upon him, They were implementing his vision of raising a cultured and educated generation, capable of preparing the UAE to take its role in the modern world.

A. Work in pairs. Research more achievements of the UAE and its people at both the national and international level. Write your findings here.

B. Work in groups. Research more information about the teacher Abdullah Al Wiswasy.

Lesson 2

Moral Dilemma

Learning Outcomes

- Explain the meaning of benevolence, sympathy, and generosity.
- Be able to give real-life examples of these concepts.
- Express opinions on moral issues, as presented in a story, for example.

Vocabulary

benevolence

generosity

sympathy

empathy

moral standards

1 Work in groups. Discuss this quote from HH Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, on the importance of being raised on good morals.

“Without morals, good behaviour and knowledge, nations cannot bring up their generations nor perform their duties. Civilisations were created by knowledge, good manners, magnanimity, of understanding the past, belief in the present and anticipation of the future.”

Why do you think Sheikh Zayed, placed such emphasis on the importance of moral behaviour?

2

Law is the foundation that protects the interests of everyone in the community. If a law contradicts moral values, there may be a moral dilemma. Should the law always be in agreement with moral values? Or can these values be disregarded when necessary?

Read the story *In the Name of the Law*. Then do the activities that follow.

It was the eve of the feast and the people of the neighbourhood were celebrating. At the same time, four men sneaked into an old lady's small, modest room and stole the few possessions she had. When the lady discovered the theft, she felt completely helpless. She sat down and began to cry. On account of the theft, the lady could not pay her rent for five months. The landlord took her to court - her remaining possessions were taken from her and she was evicted from the room.

Passersby watched and cheered as repossession agents came for her property, while she sat there helpless, quietly crying, not knowing what to do.

The men worked together to take the biggest item of furniture from the room. They took the bed where she slept, the table where she ate her food, and the chair where she often sat and looked out her window. The old woman breathlessly ran up to them. She was very sad to see her possessions being taken away.

With much sorrow, she gently touched each item. She felt a mixture of emotions - feeling thankful and sorry at the same time. But these things no longer belong to her. How will she replace them?

Mai Zyada, quoted from "*Darkness and Rays*"

A. Work in pairs. Discuss the following:

The owner's situation.

The legal situation.

The old woman's situation.



B. How could this situation be resolved more justly, while respecting the legal rights of everyone involved?

3 Work in pairs. Are the situations that follow moral or immoral? How do you decide whether something is moral or immoral?

A. During class tests, Sami doesn't let Jane copy his answers. As a result she gets bad marks. This causes animosity between them.

B. Faten gives her classmate Samantha sweets so that Samantha does her homework for her.

C. Electronics salesman, Abu Majid, sells goods for reasonable prices that are affordable for people on low incomes.

D. When her younger sister takes pens from Sara's bag, Sara hits her.

E. Michael knows who broke the classroom glass, but he keeps it a secret to save his classmate from punishment.

4

Identify a common global moral dilemma caused by the scarcity of fresh water. Read the article about the scarcity of fresh water and its effect on the relationships between neighbouring countries.

All countries suffer from climate change, but some countries suffer from drought as well. Although countries such as the United Kingdom have high average rainfall, other countries are affected by increasingly scarce fresh water reserves. This can cause tensions between neighbouring states that share fresh water resources, such as rivers and lakes. In some places, shortage of water has resulted in protests, some of these have been violent, resulting in casualties. Countries that do not take precautionary or remedial measures may not be able to meet their inhabitants' needs. This will be a big problem in rural areas where the lack of water will be disastrous for agriculture. Some countries, such as the UAE, have invested in sea water desalination to help secure their water needs. During the 5th Global Water Summit, held in 2012 in Abu Dhabi, HH Sheikh Mohammed bin Zayed al Nahyan, may God have mercy upon him, stated, 'For us (the UAE), water is now more important than oil.'

A. Work in groups. Discuss the dilemma of freshwater scarcity around the world. Consider the different opinions on this moral dilemma. How can the issue of water shortage be addressed?

Lesson 3

Respect of Other's Viewpoints

○ Learning Outcomes ○

- Express opinions on moral issues with clarity, as presented in a story for example.
- Summarise the main points of a classmate's position on a moral dilemma, rate the classmate's ability to express himself/herself and understand the classmate's explanation.

Vocabulary

sympathy

empathy

point of view

1 This activity will help you understand how different problems can be seen and solved in different ways.

Distribute yourselves equally over the four corners of the classroom. Imagine you are on a boat. You should move in parallel, otherwise, the boat will veer off line and capsize. Take a selection of objects and pass them to the person facing you, in order to maintain the balance of the boat.

Did you manage to prevent the boat from capsizing? How?

2

Read the story *The Two Little Seagulls* and note their different opinions. Then do the activities that follow.

One winter, two little seagulls met on a branch of an old olive tree.

The first seagull shook its tail and said, 'I am tired of moving around and have lost hope of finding a warm place to stay. As soon as we get used to one home, the cold weather and the rain force us to fly away in search of a new home.'

The second seagull laughed and said, 'We all feel that way! We seagulls are always on the move and our homes are never permanent.'

The first seagull said, 'I dream of a homeland and an identity. You have no idea how much I want to have a permanent home and address.'

The first seagull was quiet for a few seconds. Then he continued, 'Look at this tree. I think it's more than a hundred years old. It is firmly rooted as if it is part of the earth. It may die of sadness if it's moved to another place because it wholeheartedly loves its homeland.'

The second seagull said, 'I do wonder about your way of thinking! Are you comparing a seagull to a tree? You know that every creature has its own special nature, making it different from other creatures, so why you want to change the laws of life and the universe? We birds fly and travel, crossing forests, seas, mountains, valleys and rivers. Our natural homeland has no borders'

The first seagull replied, 'I understand. I understand, but I need an identity, an address and a homeland. I don't think you understand me.'

The second seagull looked around and saw a black cloud coming their way, and shouted, 'Come on! Come on! Let's go before the storm and rain reach us! We have wasted a lot of time.'

The first seagull replied, 'Listen to me. What do you think about staying in this tree? It seems strong enough to survive the storm.'

The second seagull replied firmly, 'That's enough daydreaming. I will fly away and leave you.'

A. Rewrite the conversation between the two seagulls to show understanding of each other's viewpoint.

First seagull: I am tired of moving around and have lost hope of finding a warm place to stay.

Second seagull:

.....
.....
.....
.....

B. Which seagull do you agree with? Explain why, giving reasons for your opinion.

I agree with seagull:

.....
.....
.....
.....

3

Sometimes, because of different interests or ways of looking at things, friends can argue with each other. Read what happened between Samantha and Jackie. Then do the activities that follow.

In a school in Miami, USA, the art teacher asked Samantha and Jackie to design a dream house together. The two girls thought of different ideas. Samantha wanted a big house with a garden and pool. Jackie preferred an apartment in a tall building overlooking the sea.

- A. How can Samantha and Jackie come to an agreement that they are both happy with?**

- B. Work in pairs. Discuss your ideas with your partner. Do you agree with each other? Try to come up with an idea that you are both happy with.**

When people don't agree about something, how do you work out who is right and who is wrong?

4

Work in groups. Give and justify your opinion regarding the two views of rain.

Rain is a blessing to humans, animals and plants. It brings life to everything.



At certain times, rain can be a curse on people. It can cause floods, car accidents or drowning.



Which idea is right? How can we work this out?

5

Work in groups. You are going to debate the pros and cons of social media websites.

Support your point of view with definite examples. Decide on some arbitration rules to make your debate an effective tool for decision making on the subject.

Lesson 4

Different Kinds of Empathy

o Learning Outcomes o

- Explain the meanings of benevolence, compassion and generosity, and be able to give real-life examples of these concepts being used.
- Assess how different characters in a story will feel when they are faced with a moral dilemma.

Vocabulary

emotional empathy

cognitive empathy

compassionate empathy

1

Act out a scenario in front of your group where you are upset about something. Use gestures. Did the group sympathise with you? Ask the group how they could sympathise with you thoughtfully and emotionally.



2

Read this story, entitled *The New Ball*, and answer the questions that follow.

My son was miserable when he came home with his friends. He was carrying a burst ball. I had given him the ball a year earlier as a reward for good behaviour, so that he could play football with his friends.

‘What happened to your ball?’ I said.

He answered, in tears, ‘Our neighbour punctured the ball and threw it back to us because it went on to his property while we were playing.’

I told my son it was his fault: ‘But didn't we agree that you could only play with the ball at certain times? And that you could only play with it in appropriate places, like football pitches, fields or playgrounds?’

He was still unhappy and said, ‘I know that, Dad, but the ball went into his garden by accident. Do you think he was right to burst the ball?’

I felt I had said enough. So I patted him on the head and promised him a new ball if he did well in the upcoming final school exams.

A few days later as I was reading a book in the garden, my son came running up gleefully, a ball in his hand. ‘Dad! Dad! Look what I've got! It's come into our garden from next door. I'll go and get a knife so that we can burst it like the neighbour did to my ball.’



So, what had happened when my son was playing had happened in turn to our neighbour's son. And my boy's first thought was of revenge - on the grounds that the person who started the dispute is by definition the aggressor.

I felt ashamed with how ready my son was to copy our neighbour's bad behaviour with bad behaviour of his own and said, 'Our neighbour was in the wrong. No question about it. But his son didn't do anything wrong and I'm sure he wouldn't have been happy about what his father did. Do you remember how angry and sad you were when your ball was burst? Why do you want me to behave in the same way now?'

The boy said, 'What should we do then?'

Adapted from Taha Hussein

A. Do you think the neighbour was right to do what he did? Why? Why not?

.....

B. What was the type of empathy shown by the father towards his son?

Sympathy..... **Because**

And towards his neighbour's son:

Sympathy..... **Because**

C. If you were the father, How would you answer your son's question, 'What should we do then?'

.....

3

You are going to read about two instances of UAE accomplishment. For each one, draw a mental map of the people receiving help, their thoughts, feelings and needs.

A. The UAE Red Crescent recently launched an urgent humanitarian campaign in Somalia to relieve hardships caused by famine, drought, death and the destruction of livestock. The campaign was welcomed by local Emirati people as much as by the expatriate community and private and public business. It is projected the campaign could gather 165 million Dhs this year (2017).



Somalia Relief

B. At the 13th Critical Care Conference (held in April 2017 at the InterContinental Festival City, Dubai), a plan was announced for voluntary teams from the UAE and the wider GCC to train intensive-care doctors in Asia and Africa, as part of the Year of Giving initiative. These training courses will cover treatment options in serious cases. Free consultations will also be given on how to develop intensive-care departments in Asia and Africa. The Conference declared that the door to volunteering for the initiative is open to all doctors.



Intensive Care Unit

4 Read the cards on the walls of the classroom. The cards have the following phrases written on them: *cognitive empathy*, *emotional empathy*, *compassionate empathy*. Discuss the differences between the different types of empathy, giving examples of each.

Read this article on how the UN is using virtual-reality technology to help create empathy. Then do the activities that follow.

To understand a person's suffering is totally different from actually living it. The United Nations is using virtual reality to spread awareness of global humanitarian crises, such as Ebola and the plight of refugees, in the hope of changing the way we treat people in need.

The director of the campaign said its importance lay in getting people to live and interact with other people's experiences, rather than being mere viewers. The campaign is part of the Sustainable Development Project launched by the Secretary-General of the United Nations, Mr. Ban Ki-moon, in 2016, aimed at combating poverty, spreading education globally and preserving the environment.

As part of the campaign, the short virtual-reality film 'Clouds Over Sidra' was shown. The film tells of the suffering of a 12-year-old girl who lives in a refugee camp in Jordan with about 130,000 other refugees.

It was reported that people came out of the film deeply moved by its story and ready to take action.



Children Watching a Virtual Reality Movie

Work in groups

A. What are the different ways in which virtual-reality technology is used?

.....

B. Can a person learn empathy by using virtual reality? Explain.

.....
.....

C. Design a brochure (hard or soft) about cases requiring the world's empathy and present it to the class.

.....
.....

Lesson 5

How Can We Empathise with Others?

o Learning Outcomes o

- Explain the meanings of benevolence, sympathy, and be able to give real-life examples of these concepts.
- Express opinions on moral issues, as presented in a story for example, with clarity.
- Assess the emotions of real people or storybook characters facing a moral dilemma.

Vocabulary

empathy

1

A picture is worth a thousand words.

Your teacher is going to stick pictures of people on the classroom wall. If you were in the position of the people in these pictures, how would you think and feel? And what would you need? Think about the pictures and discuss with the class.



1



2



3

2

Read the biography of Scott Neeson and answer the questions that follow.

Scottish-Australian Hollywood marketing executive and former president of 21st Century Fox International, Scott Neeson, made some major films in his 26-year career in the film industry. Scott had it all – power, money, a prestigious life and a job that brought him into contact with celebrities. But in 2003, Scott's view on life changed completely! He visited Cambodia's Phnom Penh Steung Meanchey, a highly toxic rubbish dump where he saw hundreds of children working.

When he went back to Los Angeles to start a new job at Sony Pictures International, he could not get back to his normal life. He travelled to Cambodia for one week every month and set up his Cambodian Children's Fund at the dump. He became incredibly close to these children, many of whom were orphans or abandoned by their parents. In 2004, Scott sold his house, expensive cars and yacht, and left LA for good, to live in Phnom Penh. He helped take care of Steung Meanchey children and, later that year, he built them a school, where 45 students were enrolled. By 2014, there were 2,300 students enrolled at the school. He also provided 300 homes and, every week, 4,900 loaves of bread to the children and their families. Asked by a journalist in a recent interview: "If you had the chance to go back and do it all again, would you?" Scott said: "Yes, I would. Even if it was not thousands of kids. Even if it was only one kid whose life I could change for the better, and I have told every kid here that. I'm very happy that the community here has responded positively to my projects and begun to plan to improve living conditions. You can see the next generation start to blossom here."

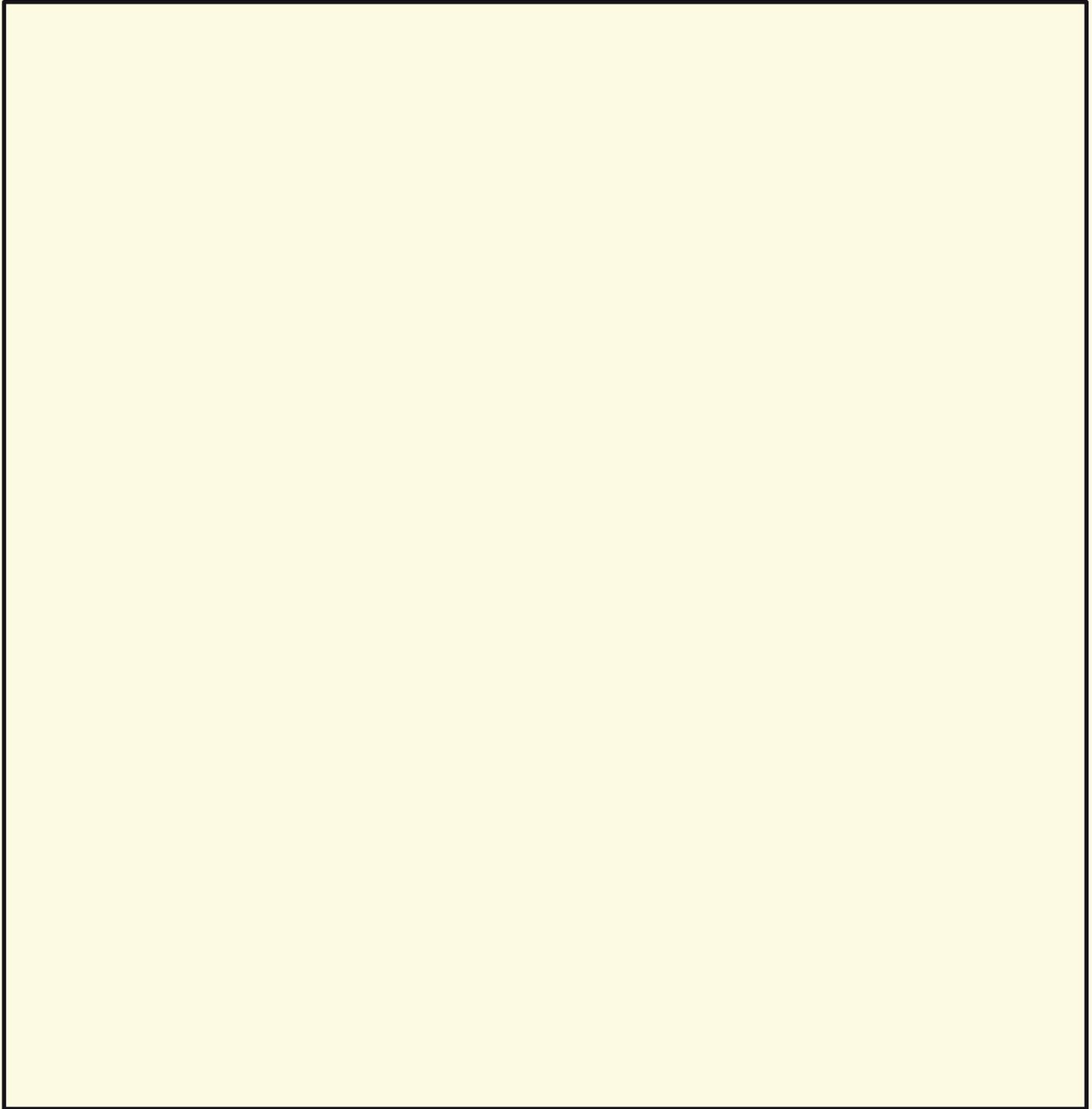


A. Does this story impress you? Why? How do you feel about Scott and the children of the rubbish dump?

B. What lessons can be learned from this story? Find other real-life examples of these lessons, from the United Arab Emirates and around the world.

3

Work in groups. Create a cartoon character who has the traits needed to be a symbol of empathy. Draw and write about your cartoon character.



Two horizontal dashed lines, one above the other, providing space for writing about the cartoon character.

Ahmed is very sad. Why do you think he is unhappy?

4

Write him a short letter to express your empathy with him. You can illustrate your message with drawings.



A large rectangular box with a black border, containing several horizontal dashed lines for writing a letter.

Read the article about His Highness Sheikh Mohammed bin Rashid Al Maktoum's, God save him, message on social compassion. Then answer the question that follows.

5

In order to mark the anniversary of his accession on January 4, the Ruler of Dubai and Vice President of the UAE, His Highness Sheikh Mohammed bin Rashid Al Maktoum, God save him, started a humanitarian campaign. He asked that this day should be dedicated to honouring workers in construction sites, employees such as gardeners, janitors, builders, public transportation drivers, drivers and domestic workers, among others. He called the campaign 'Thank You'. He tweeted: 'As in previous years, I have asked the authorities not to hold any Accession Day celebrations on January 4. Each year, we show our appreciation of a different segment of the working community, and this year we will honour a group that has not been honoured before, the general labourer category.'

'These groups play an active role in our society. Some have spent many years doing their jobs with all due dedication and they deserve a "Thank You" from all of us, for their efforts. We want to thank and honour them. We also want to let them know that their services are valued and appreciated, as they make life in the UAE community easier and better,' he added.

'Expressing compassion and gratitude towards these groups does not only reflect the compassionate society in which we live but also the authentic values and civilised principles that urge us to always treat everyone well and thank and express compassion towards those who serve us, whatever those services are,' he explained.

Sheikh Mohammed asked everyone to give thanks and to give small gifts to workers. He also asked people to share their photos on his Twitter account, on their own accounts or on other social media sites. The aim is to promote goodness, mercy and compassion in our society.



Sheikh Mohammed bin Rashid said: 'Each of us can thank or give a simple present to a domestic worker or a gardener in a nearby street. We will thank them all. I will start myself, and I ask you to share your creative ideas and photos, expressing gratitude to these groups.'

How is empathy clearly demonstrated in the initiative launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum, God save him? Research other creative initiatives in the UAE.

Taking Responsibility for Oneself and Others

Lesson 1	What is Meant by Responsibility?
Lesson 2	Assuming Responsibility
Lesson 3	Committing Myself to Helping Others
Lesson 4	Helping Other People
Lesson 5	My Environment is my Responsibility



How can I be responsible towards myself
and my community?

The background of the slide features a silhouette of two people on a rocky cliff. One person is standing on the left, leaning forward and reaching out to help another person who is sitting on the edge of the cliff on the right. The scene is set against a bright sunset sky with the sun low on the horizon over the ocean. The overall color palette is warm, with shades of orange, yellow, and purple.

How can people be responsible towards themselves and others in their community?

What are the benefits of taking responsibility?

What are the things that push people to assume or abandon responsibility?

What are methods and types of help?

What is the purpose of assuming responsibility towards society?

Lesson 1

What is Meant by Responsibility?

Learning Outcomes

- Recognise the factors that affect self-confidence and self-respect and understand how to develop resilience.
- Present and discuss ideas about the concept of identity and understand how other people's behaviours could have a positive or negative effect on our own self-esteem.
- Demonstrate awareness of the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.
- Demonstrate awareness of local environmental issues regarding home and school, both nationally and globally.
- Determine how to influence and be affected by environmental issues, and identify how to take practical action to deal with issues like noise pollution and waste recycling.

Vocabulary

responsibility

resilience

persistence

1

in order to assign responsibility in the classroom, list daily tasks on a poster. Put the poster on the board.

Main class tasks	Students responsible

- What would happen if someone didn't carry out an assigned task? How would you categorise such behaviour?
-

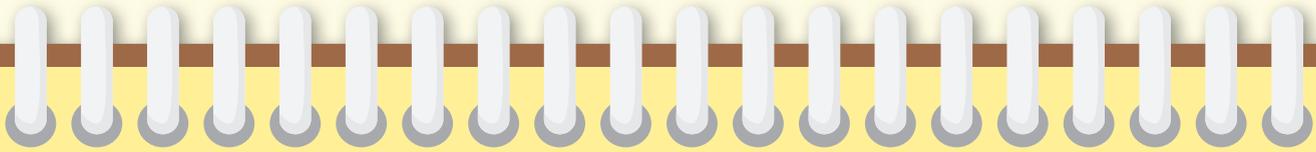
2 Read about taking responsibility at an early age. Then answer the questions that follow.

My Responsibilities:

- To follow rules at home, at school and in society because they protect me and preserve my rights and the rights of others
- To fight as hard as I can for my rights and the rights of others
- To be well mannered
- To take good care of my body
- To respect the rights of others and never cause them harm
- To look after my personal property and respect the property of others
- To be determined to achieve my ambitions
- To be caring for those who need it



We are responsible!



A. Are you responsible? Make a list of the responsibilities you take on at home and at school.

.....
.....
.....
.....

B. What are the outcomes of self-responsibility?

.....

.....

You have considered the concept of responsibility at home and in school. Now you are going to think about responsibility and how it relates to perseverance.

Read the text about Lord Baden Powell and the scouting movement. Then answer the questions that follow.

Lord Robert Baden-Powell was the founder of the worldwide scouting movement. He was born in 1857, and he lived his childhood in the English countryside. His love for nature and exploring led him to a life of adventure with his friends. In 1908, he published the scout handbook for boys and girls. In this book, he defined scouting goals and methods. In 1920, at the first World Scout Conference, he was given the title of Chief Scout of the World.

The book focuses on the idea that scouting is an educational process that adds to rather than replaces the things we learn from our families and at school. It discusses how the scouting movement promotes leadership. It also discusses how the movement tries to educate and guide young people to become pure, strong and brave patriots. It does this by creating an environment that encourages loyalty to one's beliefs and love of adventure. It also lists the most important principles of scouting. These are: enjoying self-confidence, health or physical development; having good manners; developing manual skills; knowing others; and personal development.



The educational scouting principles try to promote:

- self-confidence, self-esteem, honour, pride and sense of responsibility towards yourself and your group,
- the ability to adapt and to be resilient and persistent,
- an appreciation of nature,
- a sense of adventure,
- the ability to work as part of a team,
- the development of a strong character with positive moral values becoming part of your personality,
- involvement with unfamiliar activities and surroundings,
- humanitarianism,
- the art of leadership,
- and the ability to work and collaborate with other people.

Before his death in 1941, Lord Baden-Powell wrote a farewell message to every scout, stating:

“One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so you can enjoy life when you are a man. Nature study will show you how beautiful and wonderful things are there in the world for you to enjoy.

Continue what you have started and make it better. Look on the bright side of things instead of being gloomy. Remember that the right way to be happy is by giving out happiness to other people. Try to leave this world a little better than you found it. Then, when your turn comes to die, you can die happy, feeling that you have not wasted your time and have done your best. ‘Be Prepared’ in this way, to live happy and to die happy - stick to your Scout Promise always - even after you have ceased to be a boy - and God help you to do it.

Your friend, Robert Baden-Powell”

A. What makes a scout able to act with responsibility, perseverance and resilience?

.....

.....

B. How could you use the principles of scouting to improve your life at home or in school?

.....

.....

4 Responsibility forms part of both our private and our public lives. Read the letter written by His Highness the late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him. Then do the activity that follows.

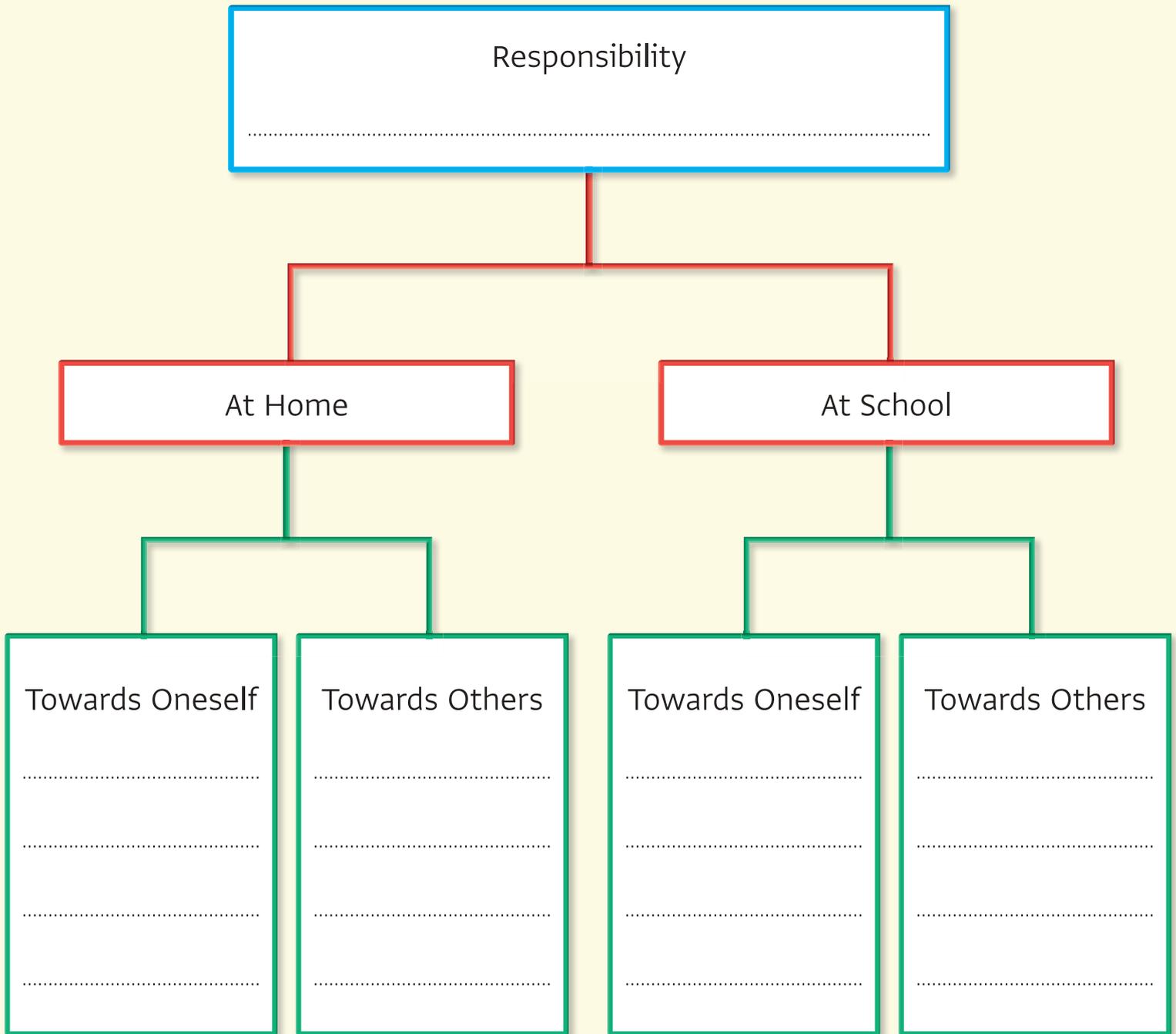
“A man is valued based on actions and knowledge, actions last forever and demand respect and appreciation from society. It is the duty of all citizens to assume national responsibility, wherever they are, in all seriousness and with devotion.”

Sheikh Zayed bin Sultan Al Nahyan , may God have mercy upon him.

Work in groups. Write a short scene in which you and your classmates show the importance of assuming self responsibility, social responsibility, perseverance and resilience, either at home or school. Act the scene out in front of the class. Invite constructive criticism.

5 Showing responsibility towards myself and to other members of the community.

Work in groups. Complete the chart by defining the word ‘responsibility’ in the box at the top. Then give examples of how to show responsibility to oneself and to others at home and at school.



Lesson 2

Assuming Responsibility

Learning Outcomes

- Recognise the factors that affect self-confidence and self-respect, and to understand how to develop resilience.

Vocabulary

self-responsibility

family responsibility

social responsibility

1

- **What role do you play in your family?**
- **What roles do the members of your family play? Can these roles be switched?**
- **With your classmates, act out the different roles of your family members, showing everyone taking responsibility.**

2

How can we practise self-responsibility? Read the text about Natalie and how she accepts the consequences of her actions. Then answer the questions that follow.

Natalie is a hard-working student. She helps out at home, works hard at school and helps her friends with their work when she can. One day, Mr Badie, the Arabic teacher, was walking through the playground when he saw Natalie sitting by herself. She wasn't eating her breakfast with her friends and wasn't playing with them. Mr Badie went up to her and said, 'What's wrong Natalie? Have you and your friends had a fight? Has someone hurt you? It's not like you to be sitting alone.' Natalie said, 'No, everything is OK with my friends. It's just that I've got to take responsibility for something I did at home. I broke my sister's computer and am saving up to pay for it to be fixed. That's why I had breakfast at home - I don't have the money to spend on breakfast here.'

'Can't your father buy a new computer or fix the broken one?'

'Yes, he can.'

'Hmm so what's the problem? Can't you just ask him to get a new one? You're polite and hard-working and I'm sure he won't say no.'

'No, I broke the computer and it's my responsibility to pay for it to be fixed. My father always says we have to take responsibility for our actions and face up to any problems we have.'



A. Work in groups. How well do you think Natalie handled the situation? What would you have done in her situation?

.....

B. What do you think Natalie's behaviour shows?

.....

.....

..

3

Work in pairs. Look at the pictures. Which pictures show self-responsibility? Which pictures show responsibility for other people? Do any of the pictures show a lack of responsibility? Explain your answers.



a. Shows:
.....
Explanation:



b. Shows:
.....
Explanation:



c. Shows:
.....
Explanation:



d. Shows:
.....
Explanation:

4

The late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, said: ‘The new generation should be aware of the suffering of their ancestors. This awareness will provide them with the drive, strength and resilience to complete the journey started by our fathers and ancestors, a journey that embodies our national ambitions after decades of disarray, backwardness and deprivation.’

Work in groups. Discuss the importance of self-respect and self-confidence when taking on the responsibility to reach the goals of society and its people?

.....

.....

5

Read the article about *The Lion King* and the importance of leaders taking responsibility. Then answer the questions that follow.

The film *The Lion King* is one of the most successful films of its kind. It has won many international awards since it was first released in 1994. A live-action remake of the film is scheduled for release in the US in 2019.

The film takes place in the Pride Lands and follows a lion called Simba. It starts with Simba's birth and follows him throughout his early childhood, when he loses his father, King Mufasa. Mufasa is killed in a trap set by Scar, Mufasa's evil brother. Scar then tricks Simba into thinking that Mufasa's death was his fault and Simba runs away, leaving Scar to become King of the Jungle.

Simba then meets Timon, a meerkat, and Pumbaa, a warthog, and they become friends. Years pass and Simba grows up. One day he meets Nala, a friend from his childhood. Nala tells Simba that everyone in his family thinks he is dead. She tells him how Scar is ruling the kingdom badly, with the help of his friends the hyenas, and that the Pride Lands have become a dry wasteland. Nala begs Simba to come home and take responsibility for rescuing the kingdom from Scar. At first, Simba refuses, but then he meets the baboon Rafiki, his father's friend. Rafiki tells Simba that he is Mufasa's son and should return to the Pride Lands. Simba knows that it is his duty to return home to the Pride Lands. There, as the great son of Mufasa, and helped by Timon, Pumbaa, Nala and the other lions, Simba fights and defeats Scar and the hyenas. After the battle, Simba tells Scar to leave and never return. Scar is then killed by the hyenas.

With Scar and the hyenas gone, Simba, like Mufasa before him, becomes the Lion King. The Pride Lands are restored, and in the final scene a lion cub is born to Simba and Nala.

A. What do you think of the role played by Simba's friends?

.....
.....

B. What do you think helped Simba succeed?

.....
.....



Simba "The Lion King"

Lesson 3

Committing Myself to Helping Others

Learning Outcomes

- Address the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.

Vocabulary

assuming responsibility

abandoning responsibility

social responsibility

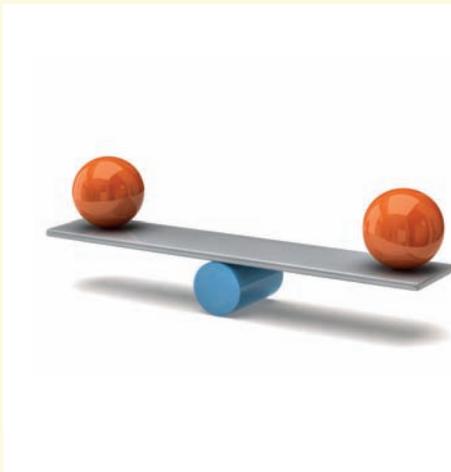
1 Work in groups. You are going to role-play the bird, the moon and the weighing scales.

Bird: In two minutes tell the moon about a situation involving taking responsibility.

Moon: Listen to the bird and show interest by asking questions.

Weighing scales: Write out three key points from the dialogue.

Take turns playing the roles. Which role did you like most?



2

Family duties and how to help. Read this story about Nadine and her family. Then answer the questions that follow.

One day, Nadine asked her parents if she could go to her friend's house. Her parents said she could, but both her parents were busy with work, and neither of them could take her. Nadine felt unhappy about this, but then had an idea. She asked her mother if one of her brothers could take her. Her mother agreed and asked the eldest boy, Sari, if he could drive Nadine. Sari refused, making his mother very angry. 'Oh come on, Sari! Can't you spare a little bit of time to help in the family. Both your father and I are very busy.'

Sari said, 'I'm sorry, Mum, but I've promised a friend I'd go out with him, and I don't want to go back on my word.' Nadine's mother went and spoke to her younger son, Maher, who was reading in his room. She asked him if he could take Nadine to her friend's house.

'Sure, no problem,' Maher said. He then called his friend Johnny. 'Sorry, Johnny, I can't go to the cinema at the time we arranged. I'm taking my sister to her friend's house - my parents are both busy and can't take her. Is it OK if we meet a bit later?'



Nadine and her friend are playing with their favorite toys

A. Who do you agree with, Sari or Maher? What would you have done in the situation?

.....

B. What do you think Johnny should do?

.....

C. How important is it for everyone in a family to share responsibilities? Discuss with your group.

.....

3

Should we take responsibility and provide assistance? Why?

In 2009, 42 million Americans provided free care to the elderly in their communities, saving the state around \$450 million.



In some societies elderly people have to work under harsh conditions simply in order to earn enough to survive.



Discuss in pairs. Look at the two pictures. What impact do you think these two women have on the societies they live in?

4

Read the text on social responsibility by Hasher Bin Mana Al Maktoum. Then answer the questions that follow.

Statement by the writer Sheikha Afra bint Hasher bin Mana Al-Maktoum, God save her.

Social responsibility is one of the key pillars of community life and essential for the development of society. An individual's worth to society can be measured by the extent to which he/she takes responsibility for himself/herself and others. Social responsibility is a partnership between private institutions and various community institutions, which work together to achieve sustainable development in fields of education, health, social well-being, the economy and the environment. The private sector can show leadership and social responsibility in a number of areas, such as:

a. Education

By establishing institutes where computing can be studied; by providing internationally recognised English-language training free or for a nominal charge; by conducting training during the summer on important work skills, such as selling, buying, car maintenance, electrical repair services, etc.

By providing support to outstanding students through internal and external programmes; by recognising student innovation and invention.

By providing support for people of determination* in schools and universities; by providing what they need to develop their scientific abilities.

b. Social

By establishing orphanages and centres for the elderly; by ensuring that the essential needs of the elderly are met; by providing social supervisors and recreation centres; by building homes for those in need, ensuring that they are suitable in terms of living space and service provision, so that all members of the community feel a sense of family belonging.

c. Culture

By establishing cultural centres and public libraries; by sponsoring and organising cultural conferences; by supporting national and scientific awards in the UAE; by creating new awards for intellectuals who have provided services to the country.

Sheikha Afra bint Hasher bin Mana Al Maktoum, God save her, May 7, 2011

A. As members of Emirati society and as global citizens, why should we assume social responsibility?

.....
.....

B. Discuss with your group how the private sector helps, or can help, those in the wider community. Write about it in relation to the UAE and another country of your choice. Discuss. Write.

.....
.....
.....

5

What happens when we help those in need? Think of one example from the UAE and a second example from a country you are interested in. Discuss with your group.

* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term “People of Determination” instead of the frowned-upon term “People With Disabilities”. The objective was to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment. “Disability is people’s inability to develop. It’s when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals”, said His Highness Sheikh Mohammed bin Rashid al Maktoum. “Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community”, His Highness added.

Lesson 4

Helping Other People

Learning

Outcomes

- Show empathy and provide practical support and care for others, including people, such as the elderly, and other vulnerable groups.

Vocabulary

caring for senior citizens

caring for people in need

1

- **Work in groups. Role-play situations where support is being provided to people in need. Then share your feelings about the character you are playing.**
- **What sort of people do you think need help and support?**
- **Are we all responsible for helping and caring for others?**



How can we help other people without hurting their feelings?

Read Noha's story about her attempts to help her friend Sara. Then do the activities that follow.

Noha is a kind-hearted and intelligent girl. She is generous and always willing to help others. One day, she noticed that her friend Sara was wearing a pair of glasses that were broken and had been stuck together by her father. Most days Sara comes to school without any money, and if she gets any allowance it is usually very little. Noha knows that Sara comes from a poor family. She wanted to help Sara but she couldn't think of a good way to go about it. She decided to ask her parents for advice. That evening, while everyone was sitting in the kitchen, Noha said, 'Dad, I have friend at school who doesn't get much of an allowance from her family. I want to help her, but I don't know how to. If I give her a present, she might feel she has to buy me something in return and she can't really afford it. If I give her money, it might hurt her feelings. So, how shall I help her?'

Noha's father was very pleased that his daughter was so considerate. He kissed her and said, 'You are such a good girl, Noha! I am proud of you. Let's think of how you can help your friend without hurting her feelings.'

Then Noha's brother, Sami, said, 'Why do you have to help her? You shouldn't get involved in other people's lives! Everyone should live according to their means.'

Noha said, 'Well, I don't agree. I think we should all empathise with other people and help them as much as we can in times of need.'

Sami said, 'I don't want to help anyone. Everyone is responsible for their own lives and how they live them. I am only responsible for myself.'

Sami's father looked at him and said, 'No, you are wrong. We should be ready to help others. At the same time, helping other people makes us happy because we are making them happy.'

Suddenly Noha jumped up and said, 'I've got it! I've got it! I've got a great idea! I'll take a box to school and make it into a piggy bank. Then I will ask Sara and my other friends to put some of their allowance in it. At the end of the week, we'll share out all the money between us. I'll put a lot of money in every day so Sara gets a lot of money by the end of the week, without knowing where the money comes from. That way, we won't hurt her feelings because she'll put in a share of her own allowance every day, even if it is not very much.'

Noha's Father smiled and said, 'That's a great idea! You are a special girl because you think about other people and want to help them. I'll help too, by giving you some money to put in the piggy bank. Look, Sami your sister is really happy because she is helping a friend. There's a lesson for you to follow there, Sami!'



- a. **Work in groups. Compare the attitudes of Noha, Sami and their father. Whom do you agree with? Why?**

- b. **What do you think society would be like if everyone acted like Noha? What would society be like if everyone acted like Sami?**

3

Look at the pictures. Answer the questions.



a. How can we help older people?

How we can help?

The importance of helping

- b. Work in pairs. Think of a time you helped a senior citizen in your community. Tell your partner about it.**

4 Caring for senior citizens is a social and national responsibility. Read the essay about the importance of caring for senior citizens in Emirati society. Then answer the questions that follow.

Despite the rapid change that the UAE has seen in recent years, the institution of the family has remained strong. UAE society regards senior citizens as the custodians of the past and the wise people of the present; we take pride in their experience and benefit from their knowledge. Their wisdom guides our way as they represent prudence, experience and insight. The issue of care for the elderly is a new one for the UAE and has become an issue in part because of the decline of the traditional extended family.

The family development officer at the Ministry of Social Affairs points out that Emirati families are committed to looking after family members as they age. However, it is undeniable that senior citizens are facing more and more problems, due to the deterioration of the traditional sense of family. This deterioration is brought about largely by the job situation, with family members moving to other cities or even other countries for work. This mobility is responsible for a range of psychological, health and social problems, limiting senior citizens and making it difficult for them to cope with demographic change. The institutions necessary for care of the elderly have been set up by the Ministry of Social Affairs. At the same time various local departments and social centres are working on improving support for senior citizens. These centres and departments provide essentials such as shelter, food, clothing and social, psychological and health-related care. They also organise cultural, educational and recreational activities to give peace of mind to the elderly and help senior citizens become involved in the community. Our objective is to help

them face the problems resulting from old age and to assist in cases of illness, in collaboration with the Ministry of Health. We also hold exhibitions to sell the products made by senior citizens and give them the profit.

The family development officer at the Ministry of Social Affairs has confirmed that the legal system in the UAE is committed to securing an income for senior citizens that guarantees them financial security after retirement. The Ministry is dedicated to eliminating poverty and protecting against dangers that threaten the financial security of senior citizens.

The Ministry runs training programmes at its family development centres. At the centres elderly women attend training courses in traditional arts and crafts, with the aim of enabling them to set up businesses that contribute to improving their financial and emotional well-being. This enables them to play a productive role in society.

The Ministry also encourages volunteer work in the field of senior citizen care, and runs training programmes for volunteers. These programmes qualify volunteers to work with senior citizens, motivating them to engage with society and to live an active life.

a. Why do you think Emirati society attaches special importance to senior citizens? How does Emirati society care for its senior citizens?

b. What do you think would happen to senior citizens if the state did not provide them with support?

5 **Work in groups. Think about the ways you can help those in need.**

You are going to interview a hospital manager about the help the hospital provides to patients, especially those in financial difficulties. Make a list of questions you want to ask. Present the answers you get to the class.

Lesson 5

My environment is my Responsibility

Learning Outcomes

- Demonstrate an awareness of local environmental issues related to homes and schools
- Demonstrate an awareness of environmental issues at the national and global levels
- Understand the impact of our actions on environmental issues, especially actions that reduce these issues such as recycling and waste and noise reduction

Vocabulary

noise pollution

environmental pollution

environmental responsibility

1 Social responsibility is shown through participating in the protection of the environment. Why does the environment need to be protected? What does it need to be protected against?



2 Read the text about marine pollution. Then answer the questions that follow.

Mohammed and Mark were exercising on the beach. While they were running, they saw algae and dead fish in the water.

As they were talking about this, a man came along and took some photographs. Mark was interested and said, 'Why are you taking pictures? Are you a journalist?'

The man said that he wasn't a journalist, but a teacher of moral education. He said his name was Ziad and that he was taking the pictures to show his class the next day.

Ziad explained that he was teaching his class about the environment. He wanted his students to be aware of environmental issues and be prepared to take responsibility for protecting the natural world.

a. Look at the photograph Ziad took. Why do you think the fish died?

.....
.....

b. What everyday human activities cause environmental pollution?

.....
.....

c. Work in groups. How can we reduce environmental pollution caused by human activity?

.....
.....



3

Fighting pollution

a. Do you think these posters would be effective?

.....
.....



b. Work in groups. Look at the two posters that have appeared in the media. What do you think is the role of the media in educating people about the threat of pollution to the environment?

.....
.....

Discuss and write.

.....
.....

4

Read the article about the late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, interest in sustainable environmental development and how it affects life in the UAE today. Then do the activity that follows.

From 1966, the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him), was deeply concerned about environmental issues. For example, in 1977, he banned fishing in Abu Dhabi Emirate. However, perhaps his greatest achievement was the greening of the desert, which was an environmental miracle.

The late leader is respected for his many important environmental programmes, especially those aimed at combating desertification. Under his rule, ground water was protected, bridges were built, and plants were cultivated using environmentally-friendly soil fertilisers manufactured in a purpose-built facility.

One of Sheikh Zayed's key achievements was the roadside planting scheme along the Abu Dhabi-Al Ain highway. As a result of this scheme, large parts of of desert became lush and green. This greening policy continues today, with more trees, more gardens and more flowers being planted every year.

He also established several nature reserves, the most important being the Sir Bani Yas Island

We have worked, since the establishment of our state, to protect the environment and wildlife and have established all the systems, legislations, programs and projects that have made the UAE a pioneer and a world class model in environmental care, protection and preservation.



Nature Reserve. In terms of size and diversity, this is one of the biggest man-made nature reserves in the Arabian Peninsula. It is an important sanctuary for rare species of endangered animals, especially birds. Sheikh Zayed was personally responsible for saving the Arabian Oryx from extinction.

A. Work in groups. In what ways do the achievements of Sheikh Zayed impact the lives of citizens and residents of the UAE today?

.....

.....

.....

5 **Make a poster about your your country's natural beauty. Get information and pictures from newspapers, magazines or websites. Then use your poster to talk about your country to your class.**

Developing an environmental project

6 Work in groups. You are going to work on a project on a global environmental issue. Choose an issue that interests you. For example, you could choose something like desertification, global warming, disruption of ecosystems, scarcity of fresh water, depletion of natural resources, or diseases caused by pollution.

Consider all aspects of the issue. Present the problem in the form of a question that needs a solution. Then present the your solution.

Follow these steps:

a. Preparation

Choose your topic. What specific question are you going to ask?

b. Hypothesis

Develop your hypothesis. Think about the impact the issue you have chosen has on the environment.

c. Information gathering

Find information to support your hypothesis.

Use websites recommended by your teacher to find the information you need. Be prepared to compare different solutions.

If possible, interview environmental experts.

Use the information you find to determine the overall environmental impact of the issue you have chosen.

Don't forget to document your references.

d. Evaluate the information you collected. Select what is most important.

Present your information using any appropriate visual medium (graphs, charts, pictures, text maps etc). Ensure that your information addresses the issue and that your hypothesis is correct.

Make sure that your presentation includes a conclusion with recommendations. Suggest relevant, practical and scientific solutions to the problem. Think of ways these can be adopted in the UAE and other countries. Are there any recent technological developments that can be part of the solution?

e. Conclusion

Take a step back. Assess the work you have done and conclusions reached. Was your hypothesis correct? Consider the environmental impact of the factor you considered.

f. Written report

Using the presentation you created, write up your research in the form of an academic report. State the stages you went through, your research procedures, and your conclusions.

g. Presentation

With your team, present your report to the class, the school or at a science fair. Show your procedures and conclusions clearly using slides and graphics. Make sure you practise your presentation beforehand.

Parents' Guide

Grade 5

Unit 1	Intellectual and Emotional Empathy
Unit 2	Taking Responsibility for Oneself and Others
Unit 3	Settlement, Family and Kinship in the UAE
Unit 4	Ethical Character and Morality
Unit 5	Morality in Sport, and Entertainment
Unit 6	Trade, Travel and Communication's Influence on UAE Culture (part 2)

Unit 1

Intellectual and Emotional Empathy

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

This unit aims to highlight that understanding will improve the student's ability to offer care and motivate them to act nicely and generously with others.

Students take part in educational activities in order to enhance their ability to empathise by putting themselves in others' shoes or understand the way others think or feel about a given situation, by practicing these skills in a range of activities and simulation situations.

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.



Is empathising essential to the survival of the community?

Exploratory Questions

- What is the difference between benevolence and sympathy? What is the relationship between these concepts and generosity?
- In the case of a moral dilemma, what considerations should I keep in mind when expressing my opinion?
- How can the viewpoints of other people be understood?
- If different opinions can be held on an issue, can we say that only one is correct?
- How do we come to feel empathy?

Learning Outcomes:

- Explain the meaning of benevolence, compassion and generosity, and to give real-life examples of when they (or people they know well) have applied these values.
- Share viewpoints on moral dilemmas with classmates.
- Sum up the main points of a classmate's opinion on a moral dilemma. Then check that the classmate has managed to express themselves clearly and give them the opportunity to explain their opinion.
- Guess how different people (different characters in a story) will feel when they are faced with a moral dilemma.

Home activities

Activity 1: Let us cooperate as a family

- Set a meeting for all family members.
- Write down the names of all persons on pieces of paper, and put them in a can.
- Each family member randomly pulls out a name. He or she writes down the positive characteristics of that person, along with his or her role in the family, and the impact that role has on the family.
- Family members discuss the content of the papers and add other characteristics they see in the person.
- Everyone takes time to appreciate the role of each person in making the family cohesive and happy.
- The family can hang the coloured papers on the wall as an appreciation of one another.



Activity 2: Let us care about others

- Each family member collects objects that he or she is willing to donate to those more needy. All objects should be in an acceptable condition because caring people don't give shabby items to the needy.
- The family meets together and discusses the issue of sending these objects to responsible charities such as the Red Crescent. In addition, some funds could be collected to purchase new objects.
- They could visit an orphanage, a nursing home or give the objects to an association.
- Family members may wish to take memorial photos of the places they visited. They may also urge others to care, communicate and tweet about these examples of charity and benevolence.

Unit 2

Taking Responsibility for Oneself and Others

Objectives of the Unit

The unit focuses on the importance of taking responsibility towards oneself, family and society.

Students learn that commitment to responsibilities and assignments, as well as cooperation and helping others, are essential for having a healthy family and social life. They also review the concepts of perseverance and steadfastness as a basis for success and self-realisation.

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 be responsible towards myself and my community?

Exploratory Questions

- How can people be responsible towards themselves and others in their community?
- What are the benefits of taking responsibility?
- What are the things that push people to assume or abandon responsibility?
- What are the methods and types of help?
- What is the purpose of assuming responsibility towards society?

Learning Outcomes:

- Recognise the factors that affect self-confidence and self-respect, and understand how to develop resilience.
- Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on individual's self-esteem.
- Demonstrate an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and care.
- Demonstrate an awareness of environmental issues locally at home and school and at a national and global level.

Home activities

Activity 1: Household work is our responsibility

- The family meets together in order to discuss responsibilities in the house.
- Everyone draws up a list of tasks that should be conducted in the house.
- On a piece of coloured paper, each family member writes down the tasks he or she will perform.
- Family members discuss the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.
- Family members provide suggestions to improve the performance of an individual who does not do well.
- Every member undertakes to carry out his or her responsibilities by signing the main list of tasks.

Family member names	Tasks	Performance score	Improvement suggestions

Activity 2: Our project is to sort and recycle waste

- Family members gather to discuss their family's contribution to making the area in which they live clean.
- Family members decide to prepare a waste-sorting and recycling project at home.
- Everyone suggests ways to reduce waste production in the household (such as reducing waste that needs to be removed, sorted and recycled) and then they share them with other families in the neighbourhood.
- Families meet together three months after implementing the project in order to assess their work and discuss and find solutions to emergency problems.



Glossary

Abdication of responsibility: Avoiding duties and blaming others

Benevolence: Performing acts of kindness, generosity and mercy toward the needy on a non-discriminatory basis

Cognitive empathy: Understanding what the others think and what they need

Compassionate empathy: Extending a helping hand and support to those who need it

Emotional sympathy: Understanding the feelings of others

Environmental pollution: Waste elements that harm the surrounding area, including the air, soil and water

Environmental responsibility: Part of social responsibility; citizens should maintain a clean environment free from all forms of pollution and contribute to solving and reducing environmental problems

Family responsibility: Carrying out duties in the family; doing your share of family tasks; and protecting the rights of family members

Generosity: Giving and being generous; freely providing material and moral support

Moral dilemma: A problematic situation where you must analyse each party's feelings and reactions, and consider different viewpoints before coming to a fair judgement

Moral standards: Adopting values such as equality, justice, empathy and respecting others and the law while expressing an opinion and making a decision on the moral dilemma

Noise pollution: Unusual and loud sounds exceeding the permitted sound limit to keep your ears healthy

Perseverance: Persistence; continually conducting work and making an effort until the objective is achieved

Point of view: The opinion of a certain party on an issue, which may be different from the opinions of others

Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community; it also includes taking responsibility for correcting our mistakes

Self-responsibility: Setting goals for success and self-realisation in personal, educational and professional life; recognising mistakes and rectifying them

Social responsibility: Protecting citizens, securing their rights and safeguarding the homeland (For example, environmental responsibility involves protecting the environment, and cultural responsibility involves working to strengthen the sense of belonging to the homeland)

Steadfastness: holding steady and being able to adapt to negative changes in order to be better

Supporting the needy: Helping others who are suffering from psychological, emotional, economic, family or social problems

Sympathy: The ability to understand other people's suffering by putting yourself in their position for few moments, and then responding by helping to relieve their suffering and make them feel supported

Taking responsibility: Recognising the impact of your actions and dealing with the consequences of those actions; recognising your obligations and willingly fulfilling them

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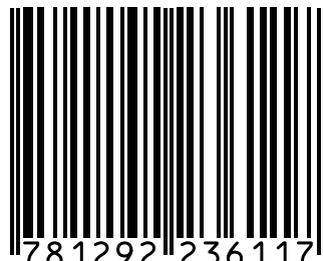
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