



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# **Moral Education**

Grade One

First Semester

**Teacher's Guide**

Pilot Edition 2017 - 2018



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

# Moral Education

## Grade 1

First Semester

### Teacher's Guide

Pilot Edition

2017 - 2018



التربية الأخلاقية  
MORAL EDUCATION

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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 nations stability, and the spirit of its laws. Without values a country has no security, stability or continuity.’ ”**

HH. 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.’ ”**

HH. 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.’ ”**

HH. Sheikh Mohammed Bin Zayed Al Nahyan God Save him

## Moral Education

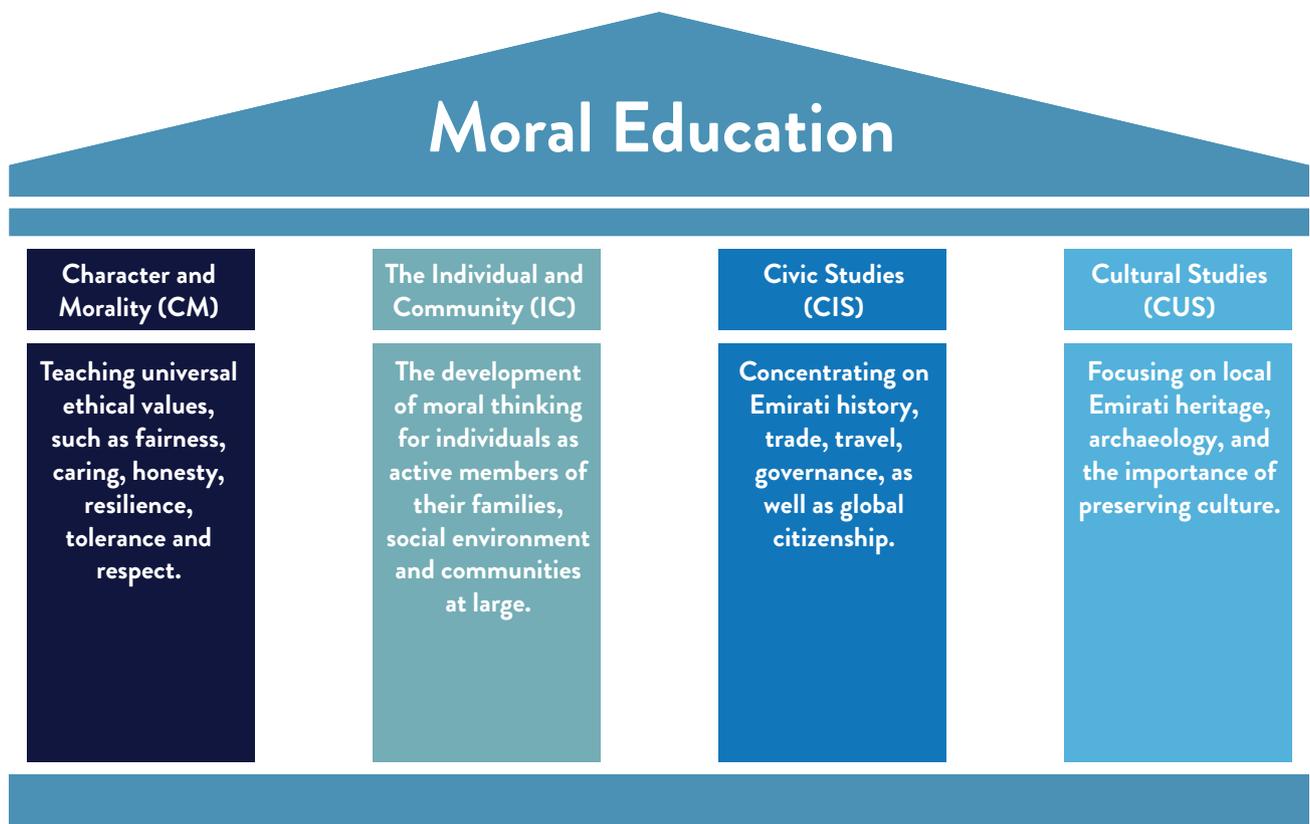
Moral education seeks to instill in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local 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 work their way through four key pillars of learning as they progress through the course. Each of the four pillars is constructed around a series of Learning Outcomes.



# Key Skills

The Moral Education Course takes a holistic approach to teaching and learning. It focuses on educating the Head (the cognitive domain - knowing), the Heart (the affective domain - feeling) and the Hands (the pragmatic domain - doing), so that students are equipped with an appropriate skill set to fully participate in a fast-changing world.



## Values

Values are at the heart of moral education. They are essential to a person’s sense of self; they operate as the personal benchmarks that guide our thoughts and actions. The Moral Education aims to support students in identifying their personal goals and the motivation behind them. Moral education explores many multi-faceted issues, including trade, mental health and the distribution of resources. It also enables teachers and learners to explore the ethical implications behind complex global issues, enabling them to engage as members of the UAE and international community.

It is hoped that in working through the Moral Education curriculum, teachers and students will become inspired and motivated by a commitment to the values of social justice, human rights, care for the environment, empathy, respect for diversity and global solidarity. The lessons of Moral Education course are founded on the principles of solidarity, equality and inclusion, and support a process for teaching and learning which explores how personal values are shaped and directed. This Moral Education course does not impose values, but rather encourages students to explore ethical issues, and develop an awareness on their individual values.

## Teaching and Learning – A Pedagogical Approach

Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations, activities, and philosophical debates. This is intended to take students through a process of awareness-raising and critical thinking, which will allow them to consciously enact moral reasoning in their everyday lives.

## Action Projects

In the upper grades of the course students are encouraged and enabled to undertake Action Projects, where students are actively involved in developing an issue or topic, which arises in class, beyond the usual limits of textbooks and course materials. These Action Projects encourage active and co-operative learning and the development and acquisition of skills. They are part of the ‘Hands’ (pragmatic) domain of skills development.

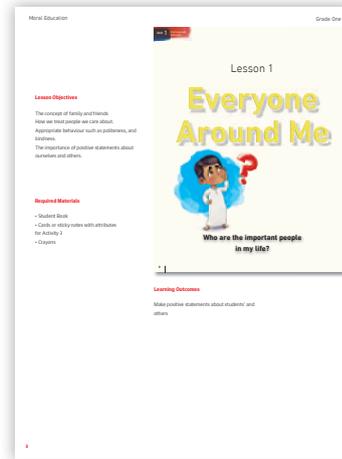
# Moral Education Course Education Resources

In order to teach the Moral Education course a suite of resources has been developed to support the teaching and learning of all participants:



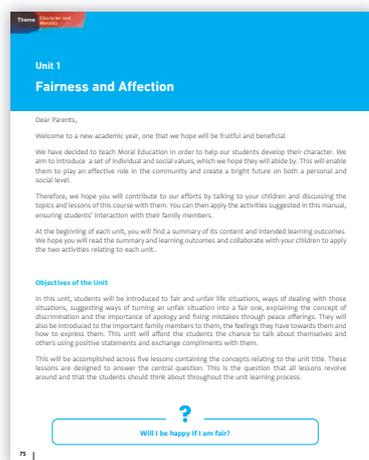
## Student Book

A book specifically for students with a range of illustrations, images, texts and activities to engage and support students in their learning.



## Teacher Guide

The Teacher Guide takes teachers through the course, highlighting key aspects of the lessons, suggestions for questions and classroom activities, and specific guidance on handling each lesson in the classroom. Also included are suggestions for differentiation and assessment for learning.



## Parent Guide

Each unit of the course has a short guide for parents, outlining the essential elements of the unit with suggestions as to how parents can engage with the course and their children.

The Moral Education programme includes two volumes



## Digital Resources

Where appropriate, learners will have opportunities to use digital technologies, such as eBooks and digital objects, to support and extend their learning about aspects of moral education across each unit of the Moral Education course.

# The Moral Education Course Cover and What it Symbolises

A design that evokes local culture, contemporary society and global citizenship

The cover draws inspiration from the flower with five petals, which is prevalent throughout the Sheikh Zayed Mosque, in Abu Dhabi.

The intersecting circles are a key element in the pattern's design. They serve to symbolise union and connection, both at the national and international levels and within the community.

The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

At the centre of the cover is a star. This guiding star is created out of infinite circles, and represents the moral compass that we should all aspire to follow, just as the North Star has guided travellers through the ages. At the same time the star symbolises the individual in the middle of the complex structure that is society.

As the grades progress, the number of circles increases, symbolizing how, as students progress, they develop more connections with contemporary society and international communities.

The gradation of colour portrays the complexity of the 21st century living.

Books and their covers vary in size. Keeping to the concept of interconnected ideas influencing one's moral behaviour, the circular pattern derived from the mosque matures into a more complex design reflecting how morality and character grow in complexity as we age.



**Inspired by the Sheikh Zayed  
Grand Mosque, Abu Dhabi**



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Express feelings of affection and appreciation in a verbal and non-verbal way. Making courtesies and positive self-talk.
- 3 What Is Fairness? ..... P. 17**  
The concept of “Fairness” and “Unfairness”. The importance of fairness and the need to lay down rules to achieve it. Distinguishing between fair and unfair attitudes.
- 4 I Am Sorry ..... P. 23**  
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- 5 Fairness by Sharing ..... P. 29**  
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## Lesson 1: Personality and Morals

## Unit 1:

## (CM1) Fairness and Affection

**Objective of the Unit**

In this unit, the students identify and understand how to deal with fair and unfair real-life situations. They also recognise the important individuals in their lives, and get to know the kind of feelings that bring them together.

**Unit Description**

The concepts of the unit are divided into five lessons designed to answer the central question.

# Fairness and Affection



Lesson 1	Everyone Around Me
Lesson 2	Affection and Appreciation
Lesson 3	What is Fairness?
Lesson 4	I am Sorry
Lesson 5	Fairness by Sharing



**Will I be happy if I am fair?**

**The Central Question**

It is the question around which all the lessons are centred, and about which students should think throughout the unit. Throughout the unit, students will have to understand the targeted concept in this question.

### 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?**



2

### Exploratory Questions

These questions offer an overview of the concepts that students will learn from the unit lessons.

### Learning Outcomes – Unit 1

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CM1 - Fairness and Affection

- 1 Provide a simple explanation of fairness and unfairness
- 2 Identify fair and unfair situations
- 3 Suggest how to turn an unfair situation into a fair one
- 4 Recognise that an apology is required if a person has acted unfairly
- 5 Understand that people express affection and receive it from others in many ways
- 6 Students speak about themselves using positive language

## Lesson 1

# Everyone Around Me



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

3

### Lesson Objectives

The concept of family and friends  
How we treat people we care about.  
Appropriate behaviour such as politeness, and kindness.  
The importance of positive statements about ourselves and others.

### Required Materials

- Student Book
- Cards or sticky notes with attributes for Activity 3
- Crayons

### Learning Outcomes

Make positive statements about students' and others

### 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.

Unit 1 Lesson 1 | 4

<b>Family/Relatives</b>	Family members, from the mother's or father's side, who share social and family bonds
<b>Friends</b>	Classmates
<b>Others</b>	People around me in my community, other than family and friends
<b>Caring</b>	Looking after the other person
<b>Important</b>	Necessary worth paying attention to
<b>Affection</b>	Fondness or love
<b>Tenderness</b>	Love, kindness
<b>Friendly</b>	Loving
<b>Polite</b>	Well behaved

### Activity 1 (5 minutes)

#### Introductory activity (5 minutes)

Read the text with the class. Explain that Rashid wants to have a party but he cannot decide who to invite.

Ask: Imagine you are having a party. Who would you like to invite? Who are the important people in your life?

Let the students share their ideas. Write their ideas on a big sheet of paper or on the board. Encourage all students to contribute ideas.

Emphasise the idea that our family and friends are important people in our lives. We are happy when these people are around us.

**Activity 2 (20 Minutes)****Let's Read the Story**

Read the story of 'Our extended family' twice with the class. Read slowly and clearly, with expression, so that students can understand the meaning of the story. Stop to explain any words the students do not understand.

2

**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.

6

#### Questions for Discussion (5 minutes)

Ask each question. Give the students time to think about and share their answers. Give different students opportunities to answer.

Emphasise the concept of the big family (the immediate family).

Encourage students to see that family is important because our families give us love, care and protection.

Invite students to share their own memories of family gatherings such as weddings, births, and religious holidays.

Ask questions such as: Why is the family important? How do you feel about your family? What do family members do for each other?

Guide the students to use words such as love, care, tenderness, support, help, protection.

**Encourage the students to make positive statements about their families, for example:**

**The people who are important to me are...**

**They make me feel...**

**My family is the most important thing to me (10 minutes)**

Read the statement and invite students to think about it. Ask: Who are your family members? Why are they important to you?

#### Differentiated Learning:

If your students are at very different levels, you may wish to split them into two groups. The more advanced group can dramatise situations that show the importance of family. Meanwhile, work with the group that needs more support. Use simple drawing to illustrate the concepts of the statement. Invite both groups to share what they understood from the statement.

**Focus on the importance of love and affection that we receive from and give to family members.**

**Activity 3 (5 minutes)****Dramatisation activity**

Students work in pairs. They can act out the different situations shown in the pictures.

Prepare sticky notes or cards with the following words: helpful, polite, hospitable, generous and tender.

Distribute the notes to the pairs and let them identify the appropriate words for each situation. They can write the words in their notebooks.

**By the end of this activity, students should be able to identify and describe the behaviours and feelings that match real-life situations.**

**Encourage the students to commit to being helpful, polite, generous and tender with their family and friends.**



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

1



3



2



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.

**Activity 4 (15 minutes)**

Read through the instructions for this drawing activity.

Students follow the instructions.

Encourage them to select the most important people in their lives, starting with themselves, then family, friends and others.

They draw people into the circles according to their importance.



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



Unit 1 Lesson 1 | 8

### Activity 5 (5 minutes)

#### Remember a situation

This activity is optional.

Divide the students into groups. Try to include a mix of levels. Ideally, there should be a strong reader in each group. If this is not possible, you will need to assist the groups with reading.

Distribute cards with the words friendly, kind, generous, helpful, polite, caring.

Ask students to think about these words and discuss what they mean.

Ask: Can you think of times when you showed you are kind? Invite students to explain the situation, and to make positive statements such as 'I am kind because...'

Do the same for the other five attributes.

**By the end of this activity, all students should have been able to express positive attributes about themselves.**

**Ask: How did it make you feel to tell this story? Encourage them to see that positive statements make us feel good about ourselves.**

Sum up the key concepts explored in the lesson and encourage students to reflect on what they have learned.

**I have learned that it is important to care about the important people in my life, such as my family and friends.**

**I have learned that it is important to be kind, friendly, generous, helpful, polite and caring.**

**I have learned to make positive statements about myself.**

## 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?**

9

### Lesson Objectives

Expressing feelings verbally (through words) and non-verbally (through actions and physical gestures).

Identifying feelings including affection, care, appreciation, kindness.

Treating others the way we want them to treat us

The importance of making positive statements about ourselves.

### Required Materials

- Cards prepared with statements for Activity 1
- Student Book
- Cartoon Cards for Activity 4
- Crayons
- Scissors

### Learning Outcomes

- Express feelings and affection
- Identify positive qualities in others
- Speak positively about self and others

### 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.



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

Unit 1 Lesson 2 | 10

<b>Affection</b>	Fondness or love
<b>Appreciation</b>	Respect for something of value
<b>Care</b>	Looking after the other person
<b>In a non-verbal way</b>	Expressing something using body gestures

### Activity 1 (10 minutes)

#### Let's show affection

Prepare cards for this activity with the following statements:

Talking to you is fun and useful.

I am glad you are here.

Thank you for your help.

I respect you.

Ask: How do we show people that we care about them?

Distribute the cards.

Remind the students about the people they drew in the circles in the previous lesson. Ask them to choose someone from each of the circles.

Invite students to sit in a circle.

Read out the statements.

Explain that we can use these words to express affection to the people they chose from the circles. (This may include themselves.)

Ask: How do you feel when you say these words? How do you feel when you hear these words?

Explain that we can show our feelings using words. We can also use our feelings using actions.

Ask: What actions show people that we care about them? Invite suggestions such as a smile, a pat, a gentle touch, a handshake.

Ask each student in turn to express affection through words and through an action to the person sitting next to them in the circle.

**Activity 2 (15 Minutes)****Listen to the Story (15 minutes)**

Read the story of 'Rashid at School' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

**2****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.



#### Questions for Discussion (5 minutes)

Ask the questions. Give students time to think about and share their answers. Give different students opportunities to answer.

Some suggested ideas for the discussion:

Their behaviour shows that they care about their friends and love them. It also indicates respect and politeness because they tried not to embarrass Rashid.

They made sure that Rashid will eat without feeling embarrassed.

Listen to all answers. Although most may prefer to share, there may be some who prefer to be alone. Do not force students to give the suggested answer.

Encourage each student to express that they care about their friends and would help as Rashid's friends did.

#### Let's think (5 minutes)

Ask students to think about the statement. How does Rashid feel? How does he express his feelings? What happens when we treat others with kindness? What are the different ways we can show our feelings?

Emphasise that the different ways of showing feelings are through words, and through actions.

### Activity 3 (15 minutes)

#### Working with pictures (Group work)

Ask: When do we feel affection towards others? Look at the pictures. What can you see in each picture? How are these pictures showing people expressing affection? What would you say if you were in the picture?

Divide the students into groups. Each group chooses one of the pictures and acts out the situation. They express their gratitude and appreciation.

#### Suggested answers

There are many possible answers for each picture. Here are some suggestions of what your students may observe.

**Family picture:** The parents look after their child. They spend time with him, watch and help him, and keep him safe. They provide love and support.

**Possible words:** Thank you for helping / I love you / I will be careful...

**School picture:** The teacher shows interest in the students, and helps them to learn.

Possible words: Thank you / I will listen / I will learn well ...

**Healthcare picture:** Nurses, doctors and carers take care of their patients. They help them to feel better.

**Possible words:** I wish a speedy recovery for all the patients / What a nice visit / We appreciate your care...

**Community picture:** The UAE army loves and defends its country. Soldiers work to protect their citizens.

Possible words: Greetings and appreciation to the National Army / Hello Knights' Nation! ...



### 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.



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#### Differentiated Learning:

**Beginners:** Represent situations.

**Advanced Students:** Discover feelings and say words of appreciation.

**Encourage students to think about people who support us without asking for anything in return. Point out that there are people who support us in many places (at school, at home, and in the community, as well as far away).**



#### 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
-----	-----
-----	-----
-----	-----

#### Activity 4 (5 minutes)

#### Conclusion (5 minutes) (Pair work)

Tell the class: We are going to make cards to express affection and appreciation.

Give a card to each student. Each student folds the card down the middle.

They write headings on each side of the fold: 'I' on the right and 'You' on the left. Under 'I', they write positive statements about themselves. Under 'You', they write positive statements about their friends.

Each student exchanges cards with their friend. They read out each other's words. Then they express their feelings about the cards through actions (bowing, smiling, patting on the back).

**By the end of this activity, each student has practiced expressing positive qualities about others verbally and non-verbally.**

**Activity 5 (15 minutes)****Flower activity**

This is an optional activity.

Explain the activity. Tell students:

Think of someone to whom you would like to express your appreciation. It can be someone at school, at home or in the community. You will use statements from the flower bowl to show them your affection and appreciation.

Each day, choose one of the statements from the bowl. After you use these words, write the words you chose on one of the flower petals, and colour it. By the end of the week, the flower will be full of positive statements and colour.

**This activity gives students the opportunity to practice expressing affection and making positive statements.**

**Sum up the key concepts explored in the lesson and encourage students to reflect on what they have learned:**

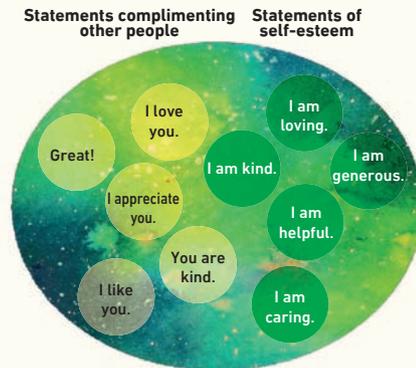
**I have learned that we can show affection through words or through actions.**

**I have learned that it is important to express affection and appreciation to the important people in our lives.**

**I have learned to make positive statements about myself and others.**

**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.**





## Lesson 3

# What is Fairness?

**Lesson Objectives**

- To be familiar with the concepts of fairness and unfairness
- Understanding the importance of fairness and the rules that help us to achieve fairness

**Required Materials**

- Student Book
- Sweets
- Tablets (or crayons if not available)
- Cartoon faces expressing happiness, sadness, surprise
- Crayons

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

**Learning Outcomes**

- Explain the concepts of fairness and unfairness in simple terms
- Identify fair and unfair situations

### 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.

Unit 1 Lesson 2 | 18

<b>Fair</b>	Treating people equally, justly and without discrimination
<b>Fairness</b>	The quality of being fair. Treating people equally, justly and without discrimination.
<b>Unfair</b>	A person who is unfair treats people unjustly and with discrimination. people unjustly and with discrimination.
<b>Care</b>	Looking after the other person
<b>Smiling</b>	Showing you are happy and not sad

### Activity 1 (5 minutes)

#### Let's Express our Feelings.

- Students will play a game about expressing feelings.
- Divide students into three teams. Give sweets to the first team, tablets to the second team and nothing to the third team.
- Give each team a set of previously drawn faces expressing a range of expressions: happiness, sadness, surprise, anger.
- Each student chooses the face that best expresses his feelings from the set of faces and shows it to the class.
- The teams discuss the faces they have chosen. Do team members agree with each other?
- Individual students explain why they chose a specific face. Do they feel that the teacher's actions are fair?

**Encourage students to make statements such as: I am angry because this is not fair. I am smiling because this is fair.**

**Pose the questions: How do you feel when someone treats you unfairly? How do you feel when they treat you fairly?**

**Guide students to notice: We feel upset when people treat us unfairly. We feel happy when people treat us fairly.**

**Activity 2 (15 minutes)****Let's Listen to the Story (5 minutes)**

Read the story aloud twice. Read slowly, clearly and with expression. The manner in which the story is read should help the students to ascertain meaning.

2

**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.

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.

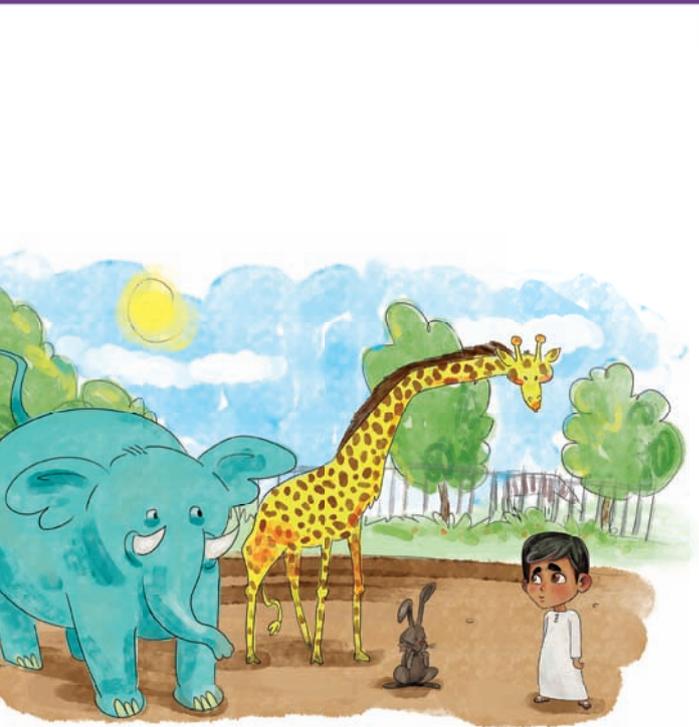
What is special about this zoo is the fact that kids are allowed to feed animals for a week while assisted by an adult.

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.

20

#### A. Questions for Discussion (5 minutes)

- Lead a class discussion by asking questions and encouraging everyone to participate.
- Encourage students to link feelings to the situation.

#### B. Let's Think Together (5 minutes)

- Students are to work independently. Have the students consider the word 'fairness'. What does it mean? Did Rashid's uncle treat all of the animals the same? Was he fair?

#### Differentiation

- Separate the class into a low and high ability groups. Within their groups students debate the answers to these questions.

#### Low ability students

Explain the key concept word *fairness* through a drawing on the board.

#### More advanced students

Create a role play to illustrate the concept of fairness.

Have students explain the meaning of 'fairness' in their own words.

**Plenary activity. Review the key vocabulary with an emphasis on fairness and its opposing concept, unfairness.**

**Fairness means to treat everyone equally while taking individual needs into consideration.**

**Unfairness is defined as discriminating against people thereby treating them unjustly.**

**Unfairness gives rise to unhappiness.**

**Activity 3 (5 minutes)****Match the situations to the circles.**

- Students distinguish between situations which are fair and unfair. Read the situations aloud one at a time. Students decide if each situation is fair or unfair.

**This activity emphasises the distinction between what is fair and what is unfair.**

**Ensure that students have a clear understanding of the key vocabulary.**

**Activity 4 (10 Minutes)**

**Concluding activity. We share our experiences regarding fair and unfair situations and express our feelings in front of the class.**

- Encourage students to think of a fair or unfair situation personally experienced at school or home. Students discuss the situations in groups, focusing on how they felt at the time.
- **By the end of this activity, students should have acquired a basic understanding of the concepts of fairness and unfairness. They should be able to distinguish between the two concepts and elucidate the feelings generated by each.**

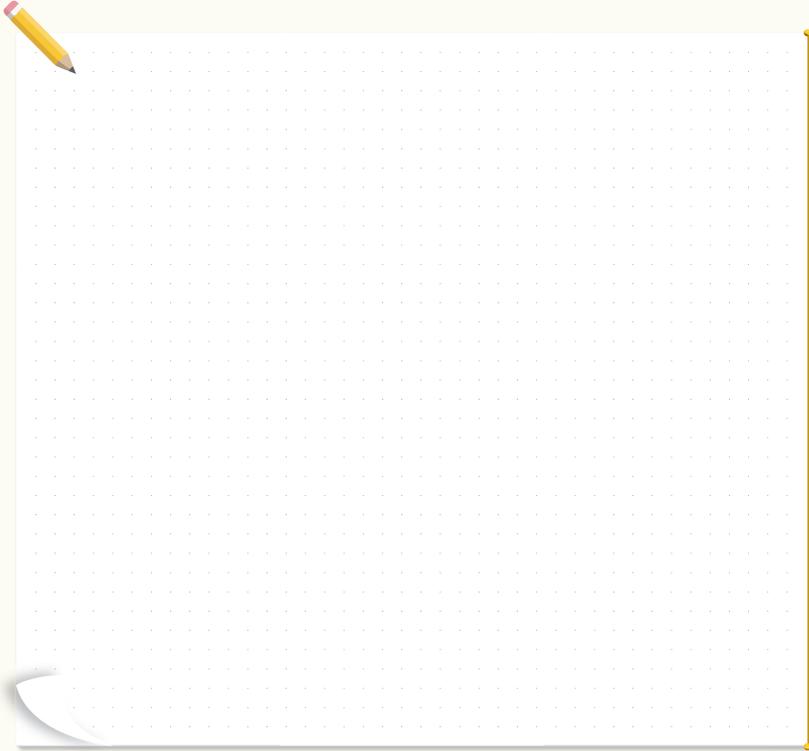
**3****Match the situations to the circles.**

- My mother was taking care of my sick sister. I was playing by myself.
- My father bought a toy for me and another one for my brother.
- My classmates played together and refused to let me play with them.
- 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.



Unit 1 Lesson 2 | 22

### Activity 5 (Optional)

**Draw a picture depicting an unfair situation you have witnessed. Then present it to the class showing how the situation could have been avoided. (15 minutes)**

- Each student draws a picture illustrating an unfair situation he or she has witnessed. Students present their pictures to the class and talk about what the picture shows. They suggest ways to avoid unfair situations in future.

**Encourage students to recount unfair situations they have faced.**

- Sum up the key concepts explored in the lesson and encourage students to reflect on what they have learned. (5 minutes)

**Students may give responses similar to these:**

**I learned that I feel sad if someone deprives me of my rights and I feel happy if others treat me justly and fairly.**

**I learned that fairness means treating people equally. Unfairness means discriminating against other people and treating them unjustly.**

**I learned that the statement "This is not fair" means that I am feeling sad because I have been deprived of my rights.**

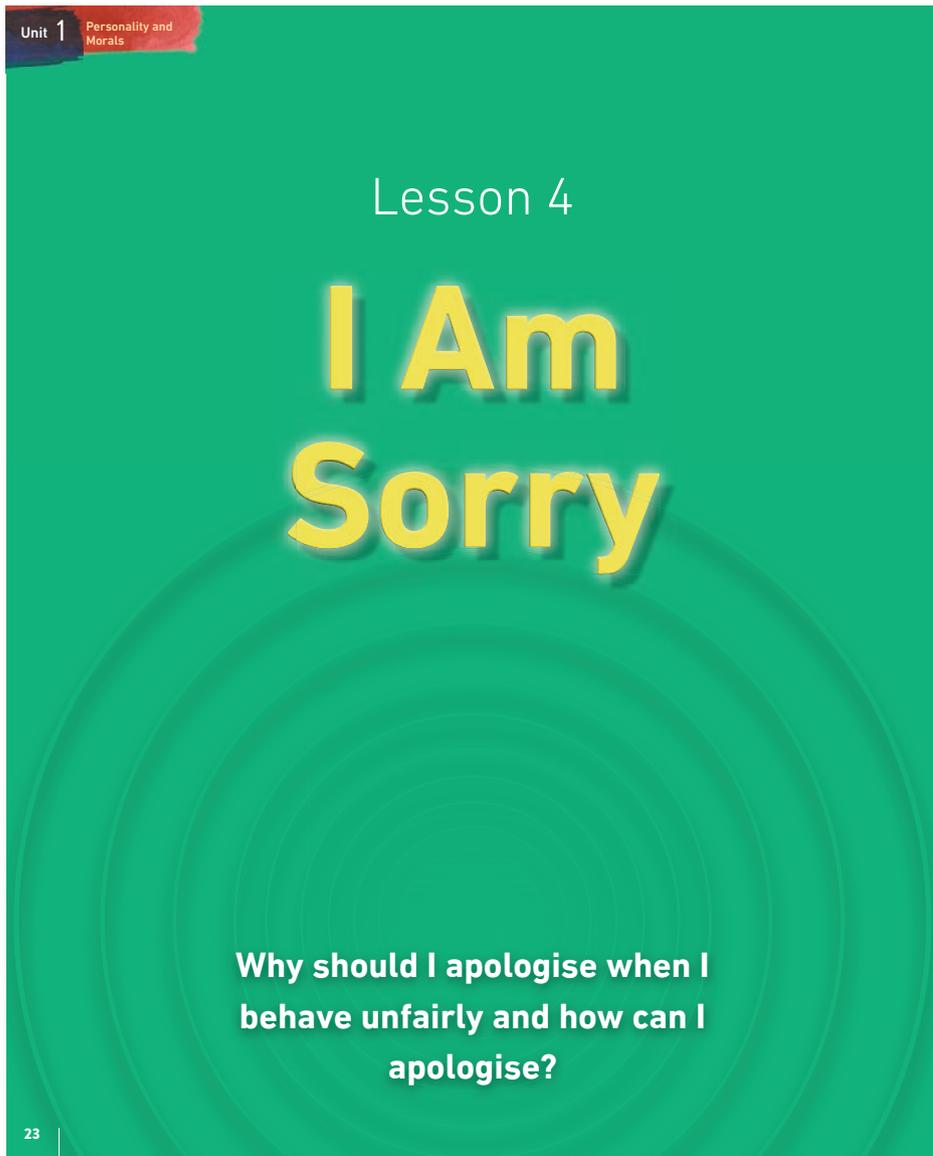
**By the end of this lesson, students should have a basic understanding of the concepts of fairness and unfairness. They should be able to distinguish between the two concepts and talk about the feelings generated by fair and unfair situations.**

### Lesson Objectives

- To reinforce the importance of making amends for unfairness
- To understand the importance of apologising
- To use appropriate language when apologising: I'm sorry
- To recognise non-verbal apologies: facial expressions and body language
- Build a willingness to correct mistakes
- To become familiar with the concept of peace offerings

### Materials

- Red cards and blue cards
- White sheets of paper
- Little sticky drawings
- Student Book



### Learning Outcomes

- Be able to distinguish between a fair and unfair situation.
- Students are aware that if there is inappropriate behaviour it is necessary to 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.

Unit 1 Lesson 4 | 24

### Apology

Expression of regret trying to undo the mistake

### I am sorry

I express my regret. A common phrase to express remorse or sympathy

### I am happy

To feel joy

## Activity 1 (5 minutes)

### Fair and unfair situations

In this activity, students will role play different situations.

Ask: How can you tell if a situation is fair or unfair?

- Divide the class into two teams. Instruct the class that one team is going to role play fair and unfair situations.
- Members of the first team act out three different situations. These can be fair or unfair. Students in the second team hold up red cards if they think the situation is unfair and blue cards if they think the situation is fair.
- Members of the second team need to justify their answers by explaining how they knew which card to hold up.
- The two teams exchange roles.

**Students to be able to distinguish between fair and unfair situations.**

**Have the students pay particular attention to unfair situations. Ask: Why is it unfair? What can we do to make it fairer? Stress the importance of an apology.**

**Activity 2 (15 minutes)****Let's Listen to the Story (5 minutes)**

Read the story aloud twice. Read slowly and clearly, giving attention to student comprehension and meaning.

2

## Rashid Realises his Mistake

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.

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#### Questions for Discussion (5 minutes)

Lead a class discussion.

Pose the questions: How do the characters in the story feel when the situation is unfair? (Sad/ Angry) How do they feel when it is fair? (Joyful/ Happy). Stress the importance of the apologies made by Rashid, the giraffe and the hare. Point out that apologies make people feel better about the situation. They help the anger to go away.

#### Let's Think Together (5 minutes)

Support students with the language of apologies. Introduce the phrases I am sorry./I apologise. Make clear that actions such as behaving fairly, taking care of other people, trying to be helpful and friendly, can all be part of the process of apologising.

**Activity 3 (10 Minutes)**

Look at the following situations. Discuss how each person can apologise through words and actions.

**Differentiation**

To take into account the individual differences, the teacher may print or write on cards, in advance, phrases and actions that help with making an apology (five cards, from which the student chooses three). The teacher gives the cards to the beginners to stick them in the appropriate place, while the advanced students find the phrase by themselves.

**Suggested answers:**

Picture 1: you apologise to her and invite her to play together. I'm sorry. Will you play with me?

Picture 2: you apologise to him and help him rebuild the column of blocks. I'm really sorry. Let's build it again!

**In this activity, the focus is on knowing that in some situations we are required to apologise, as well as to behave well.**



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





#### 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.

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#### Activity 5 (5 minutes)

Explain to the students that this task is to be completed at home. Students have to find the phrases for 'I am sorry' in five different languages. They may ask their parents to help them. If they can write, they write the words in their books.

Review the key concepts explored in the lesson and encourage students to reflect on what they have learned.

#### Students will respond with statements similar to these:

I learned to distinguish between a fair and an unfair situation.

I learned that I should apologise when I behave unfairly.

I learned to use positive words when I apologise because positive words make others happy and make me pleased with myself.

#### Activity 4 (15 minutes)

##### Role play

- Put students in pairs. Tell them to think of a situation where there is unfair behaviour.
- Students work in pairs to brainstorm ideas and write a dialogue, which must include an apology.
- In pairs students perform their role plays, with one student apologising in an appropriate manner.

Ask: How do we react when people apologise? Emphasise the importance of accepting an apology graciously.

**This activity focuses on the importance of apologising appropriately and accepting apologies graciously. Draw students' attention to how we feel after giving or accepting an apology. There may be relief, calm and joy. Apologies restore the peace.**

## Lesson 5

# Fairness by Sharing

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

29

### Lesson Objectives

The concept of discrimination  
Fair and unfair situations  
Achieving fairness through participation

### Required Materials

- A stick with the phrase 'What if?' written on it
- Student Book
- Small box for each group of six people
- Small mirror attached with adhesive inside the box

### Learning Outcomes:

- Identify a fair and unfair situation
- Suggest how to make an unfair situation fair

### 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?



Unit 1 Lesson 5 | 30

<b>Participation</b>	Joining in and doing things together
<b>Negative situation</b>	An unfair situation, often involving improper behaviour or hurting others
<b>Positive situation</b>	A fair situation, usually involving decent behaviour and comfort for others
<b>Feeling of satisfaction</b>	A feeling of comfort, when you have what you need
<b>Feeling of injustice</b>	Unfairness, wrongness
<b>Security</b>	Feeling safe, reassured and unafraid

#### I express my opinion

Ask the students to sit in a circle.

Read the situation. Ask the students: What did Kumar do? What do you think of his behaviour? How would you feel if someone did that to you?

Give all students an opportunity to share their opinions and feelings.

Ask: Was Kumar being fair or unfair?

Exclude means to leave out. Make sure students understand the word. Ask: Is it fair to exclude people from our activities? How would you feel if your friends excluded you? How do you feel when you participate with others?

**Emphasise that if a group is doing a task together, it is only fair for everyone to be included. It is unfair to exclude someone because of their sex, appearance, race or abilities. Unfairness makes people feel upset.**

**Activity 2 (15 minutes)****Let's listen to the story** (5 minutes)

Read the story of 'The Tree House' twice. Read slowly and with expression so that students understand the meaning. Stop to explain any words that the students do not understand.

2

## The Tree House

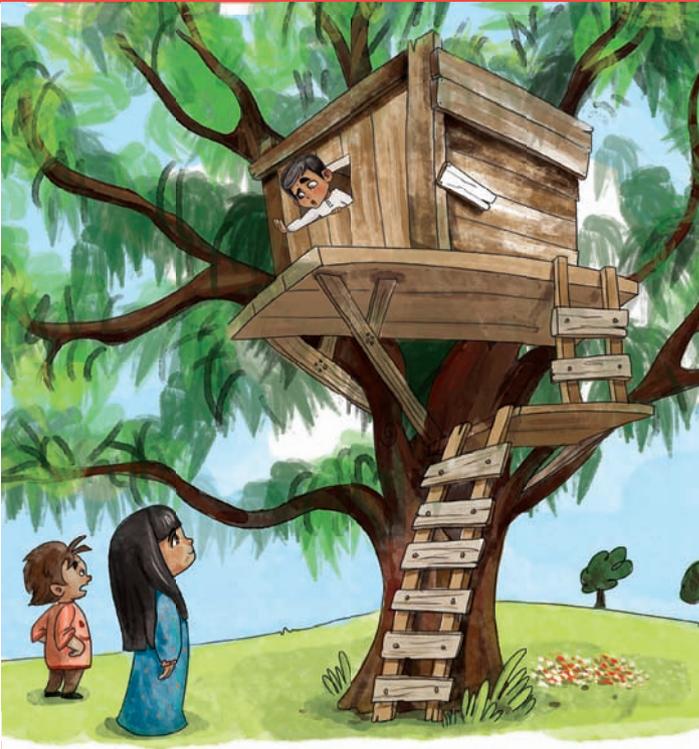
When Rashid returned from his uncle's home, he found that his father had built a tree house in their garden.

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.

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#### Questions for Discussion (5 minutes)

Lead a discussion about the story. Encourage all students to participate.

Ask the students: Which things that happened in the story were fair? Which things were unfair?

Answers may include:

Rashid invited his cousins to play in the tree house (fair).

Rashid excluded Hamad because he was younger (unfair).

Rashid excluded Hessa because she was a girl (unfair).

Rashid excluded Adam because he did play football (unfair).

Hamad, Hessa and Adam went into the tree house before Rashid could get there and said it was for sharing (fair).

Ask: How do you think Rashid's friends felt? Did he understand their feelings?

Allow students to express their own views and feelings. They may each have their own particular interpretation of how Rashid felt at the end.

#### Fairness through sharing (5 minutes)

Ask: How does the story help send the message of 'Fairness through sharing'?

Ask: What did Rashid do? Was it fair or unfair? What did his friends do at the end? What do you think Rashid learned?

**Emphasise the message that we achieve fairness by letting everyone participate. Excluding some people leads to feeling of unfairness and injustice.**

**Activity 3 (20 minutes)****Drawing activity****Differentiated Learning:**

Divide the class into two groups.

The beginner group draws the story stages.

The advanced group draws the stages of the story and also writes phrases that express the feelings of the characters in each picture.

**Point out the importance of including everyone. Equal participation is fair.**

**Participation brings feelings of satisfaction and joy. Exclusion leads to a sense of injustice and unhappiness.**

**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.



Unit 1 Lesson 5

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**Activity 4 (10 minutes)**

**Conclusion**

Students work in pairs.

Students discuss the story about Molly. Ask:  
How can we make this situation fairer?

Each student shares ideas with a classmate.

Suggestions may include:

Molly could apologise and share the necklace.

Molly's sister could understand that her sister's new necklace is precious, and perhaps she could take a turn later.

Molly's sister could offer to share something in return.

Emphasise the steps for turning an unfair situation into a fair one:

Put yourself in the other person's shoes.

Try to imagine what they are feeling.

Apologise.

Think of ideas for making the situation better.

**Activity 5 (15 minutes)****Problem-solving challenge**

Allow students to brainstorm their own ideas to solve this problem. Encourage them to find fair solutions.

**A possible solution:**

The five classmates could take turns at playing, so that each person has a turn to sit out for 5 minutes while the others play.

Sum up the key concepts explored in the lesson and encourage students to reflect on what they have learned.

**I learnt that excluding others makes them feel sad, and that treating others fairly by involving them makes them feel happy and safe.**

**I learnt that fairness is achieved by involving everyone, and that makes us live in peace with ourselves and with others.**



**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.



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### Activity 6 (15 minutes)

(Group work)

#### Let's see things positively!

Put the students into groups of six.

Put a box in front of each group. The box should have a mirror inside it.

Give the box to one of the students. Only that student may look at what is inside.

The student who has the box looks at himself in the mirror and says a positive sentence about what he sees in the mirror. He should include something about himself and about his relationship with others, **for example:** 'I see a nice person that everyone loves' or 'I see a beautiful smile that makes me happy and that makes my friends love me'.

The box is then passed to the next student.

#### Differentiated teaching:

Students who have difficulty expressing themselves may feel more comfortable and confident if you help them find positive things to say, such as: 'I see a wonderful big smile that shows kindness' or 'I see beautiful brown eyes and someone who others trust.'

Alternatively, the students may feel more comfortable to draw what they see and show their drawings to their classmates.

Reinforce the idea that difference and individuality are good things. Having a positive sense of ourselves helps our relationships with others.

**In the students' minds, the teacher reinforces the idea that difference and individuality are good things. He also emphasises the positive idea of self, and how it helps students in their relationship with others.**

## Theme 1: Character and Morals

### Unit 2:

## (IC1) Me and My Family

### Objective 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 how students can raise self-awareness to understand and describe feelings, whether they are positive or negative. It also aims to provide them with the required terminology to express their feelings and help them understand what can cause certain feelings. In this unit, students will 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 given the fact that every person has his own unique preferences and abilities. Moreover, this unit allows 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.

### Unit Description

This unit covers a number of concepts distributed among five lessons, which are designed to answer the central question.

Theme Individual and Society

# 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?

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### The Central Question

This is the question that all lessons revolve around and that students should think about throughout the unit learning process. In each lesson the students will have to understand the concepts necessary to answer this question.

## 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?



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## Exploratory Questions

These questions provide an overview of the concepts to be learned by the students in the unit's lessons.

## Learning Outcomes - Unit 2

IC1 - My family and I

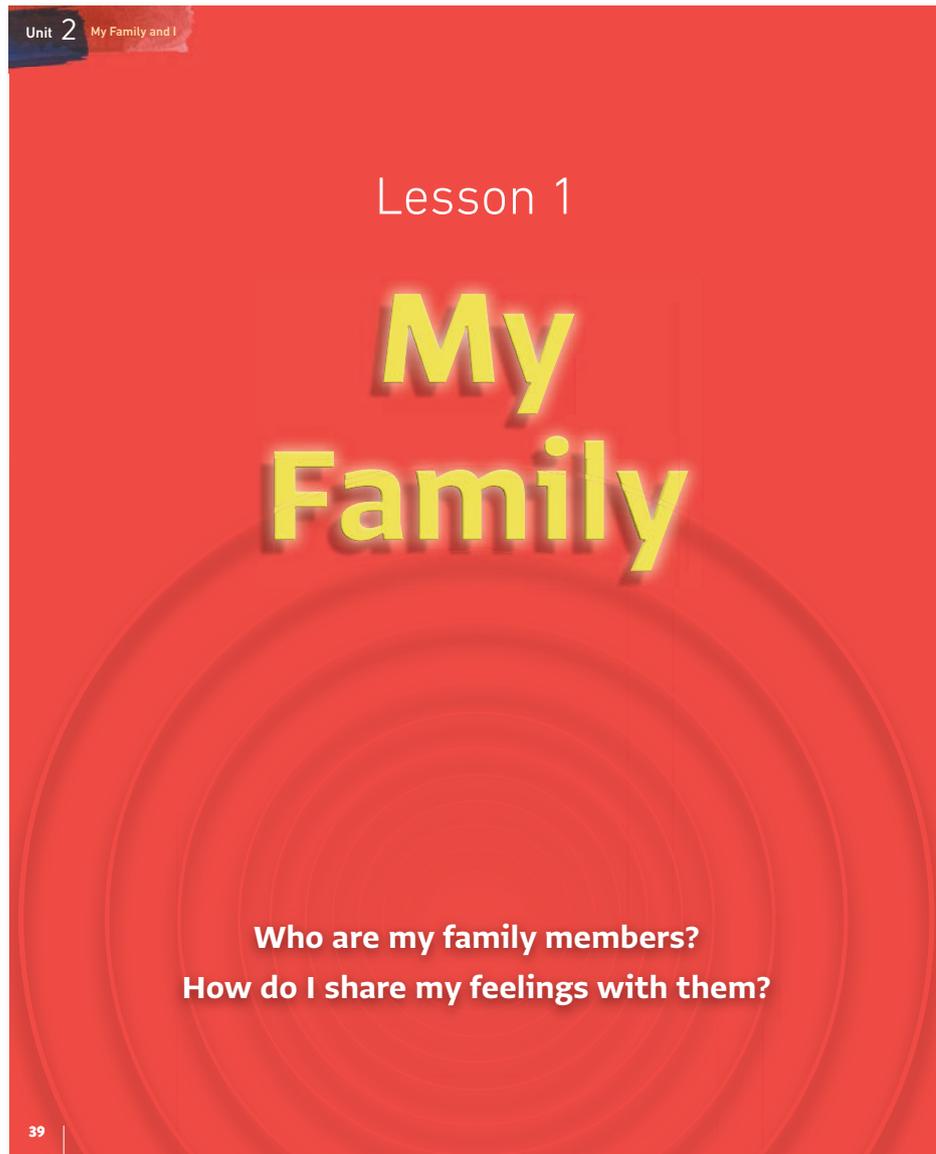
1. Use new terms to describe their feelings, recognise the positive and negative ones and determine the things that can make them experience certain feelings like worry
2. Talk about the things they are good at and those they find difficult
3. Determine their likes and dislikes, while justifying their choices, and realise that people don't necessarily like the same things and that it's possible to learn how to love things
4. Identify the people who are important to them, the relationships that exist between them and the roles that family and friends have

**Lesson Objective**

The lesson aims to explain how family members take care of each other, the role played by each of them within the family, and the family role in the development of the child and his personality.

**Required Material**

- Book Picture displayed on the interactive board
- White sheets for drawing
- Crayons
- Scissors
- Glue

**Learning Outcomes:**

1. 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 Identify the people who are important to them, the relationships that exist between them and the roles that family and friends play

**Vocabulary**

tenderness

important

care

jealousy

roles

worry

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



**My Family**



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

**Preliminary Activity 1 (10 Minutes)**

**Look at the picture, then answer the questions below out loud.**

- The teacher begins the activity with a motivational question related to the learning outcomes of the previous unit: Who of you remembers the circle of people who have a very special place in every person's life and heart? Who was in the middle circle? And in the circle that followed it? So who are the important people to each and every one of you?
- The teacher invites the students to contemplate the picture in the book, (he can display the picture on the interactive board, should it be available in the classroom).
- Students collectively answer the questions and instructions listed at the bottom of the picture.
- The attributes that the students can use include the following: Love – Help – Attention – Tenderness – Care – Respect...
- The teacher stresses the students' answers regarding the family members' attributes and those relating to the role of each and every one of them: The grandmother: Tender, and tells us stories. The grandfather: Caring, looks after the family members, advises and guides them. The mother: Responsible, and takes care of all the family members. The father: Responsible, and he provides for the family.
- Students then draw their families in the box after having compared them to the family in the picture.

**Students conclude, via this activity, the concept of families and their fundamental components. They also learn about some of the roles that each family member assumes. Students establish the necessary link between the outcomes of the previous unit, such as identifying the important people by recalling the positive attributes and statements and using them to describe the family members. Students also conclude that even though families might differ when it comes to the number of their members, they are similar when it comes to roles and importance.**

<b>Care</b>	Looking after the other person
<b>Important</b>	Necessary; worth paying attention to
<b>Tenderness</b>	Love, kindness
<b>Worry</b>	A sense of unease or discomfort
<b>Roles</b>	Functions and tasks carried out by people
<b>Jealousy</b>	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

**Activity 2 (15 Minutes)****Let's listen to a story**

- The teacher reads twice the story of "The Newborn". (5 Minutes)
- The teacher uses a narrative style while reading.
- The teacher makes sure that the students understand the moral of the story.

**2****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.

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#### a. Questions for Discussion (5 Minutes)

- The teacher leads a discussion with the students by asking questions and encouraging everyone to participate.
- The teacher defines the concept of love, which governs the way family members treat each other, and on the importance of striving to support each other to alleviate negative feelings.
- Mila was not happy about the arrival of her grandparents because she was worried about her mother's absence and the birth of the newborn baby.
- Mila was as encapsulated by the thoughts she has.

- Her grandmother helps her to overcome the anxiety.
- To begin with she was worried and afraid but by the end she was happy because her grandmother had given her special attention and talked to her about the new event in her life. Grandmother gave her the opportunity to express her feelings.
- This activity allows students to reflect upon any negative feelings they too might have experienced, such as jealousy, anger and fear. It also allows them to think about their own issues in an objective way and understand why they felt the way they did. Each student may have faced, or may face a similar experience in future and it is encouraged that they consider the situation rationally.

#### b. Imagine you were in Mila's shoes and share your feelings and thoughts with your classmates. (5 Minutes)

- Two people
- Students close their eyes and put themselves in Mila's shoes.
  - The teacher asks the students to express their thoughts and feelings.
  - The teacher reaffirms that the class treats each speaker with respect and encourages.

**Students express their negative feelings with the support of the teacher who encourages them to share as they are natural feelings that everyone has.**

**Activity 3:**

**I identify the feelings**

Identify Mila’s feelings in each of the pictures and write below. (5 Minutes)

- The teacher invites the students to work in pairs, contemplate each picture and define the feeling that appears on Mila’s face.

1. Happy
2. Worried
3. Excited
4. Afraid

**This activity aims to enable students to recognise feelings through facial expressions, and identify what these facial expressions indicate. It also allows them to express the feelings shown in the pictures and describe them using the correct and appropriate vocabulary.**

**Optional Activity 4 (10 minutes)**

(Think - pair- share)

**Express your feeling in each of the following real-life situations in one word.**

- The teacher slowly goes through all the situations, inviting students to imagine themselves in the same situation and reflect on the vocabulary that best expresses the situation.
- In pairs, students discuss the feelings that express those emotional moments.
- During the discussion, students will collectively give their opinions and express it using the most meaningful vocabulary.

- a. Jealousy – Sadness – Loneliness.
- b. Worry – Fear – Sadness.
- c. Pride – Happiness – Importance – Enthusiasm.
- d. Sadness – Longing.
- e. Anger – Sadness – Rage.

**This activity aims to have students reflect on the emotional moments they experience everyday and encourage them to express how they feel about them using the correct vocabulary. This activity aims to promote the students’ self-confidence, enable them to express their feelings easily and smoothly, and encourage them to express their feelings.**

Students recall the outcomes of this lesson, and the teacher confirms the acquired concepts. (5 Minutes)

**I learned that:**

- **My family is an important part of my life for all the endless love and support it gives me.**
- **Even though families might differ when it comes to the number of their members, they are similar when it comes to roles and importance.**
- **I can identify the feelings of others by looking at their facial expressions.**
- **I should use a vocabulary that helps express my feelings successfully.**
- **I can express my feelings without fear or shame.**



**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. 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.



**Activity 5 (15 Minutes)**

**Conclusion**

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

	a. Helping with homework
	b. Taking care of the children
The mother	c. Preparing food
The father	d. Taking care of the house
The grandparents	e. Telling stories
	f. Maintaining the house
	g. Love and compassion

**Answers**

1. The mother	a, b, c, d, f
2. The father	f, g
3. The grandparents	b, e, g

The teacher draws the students' attention to the need for each family member to assume many roles and not just one. Lead this activity in a way that allows students to deduce the importance of having each family member assume many roles and that these roles are integrated.

**b. Determine your role within the family:** I help tidy my belongings- I study independently- I watch after my younger brother..

**Differentiated Learning:**

**Beginners:** Write two ideas

**Advanced Students:** Write four ideas

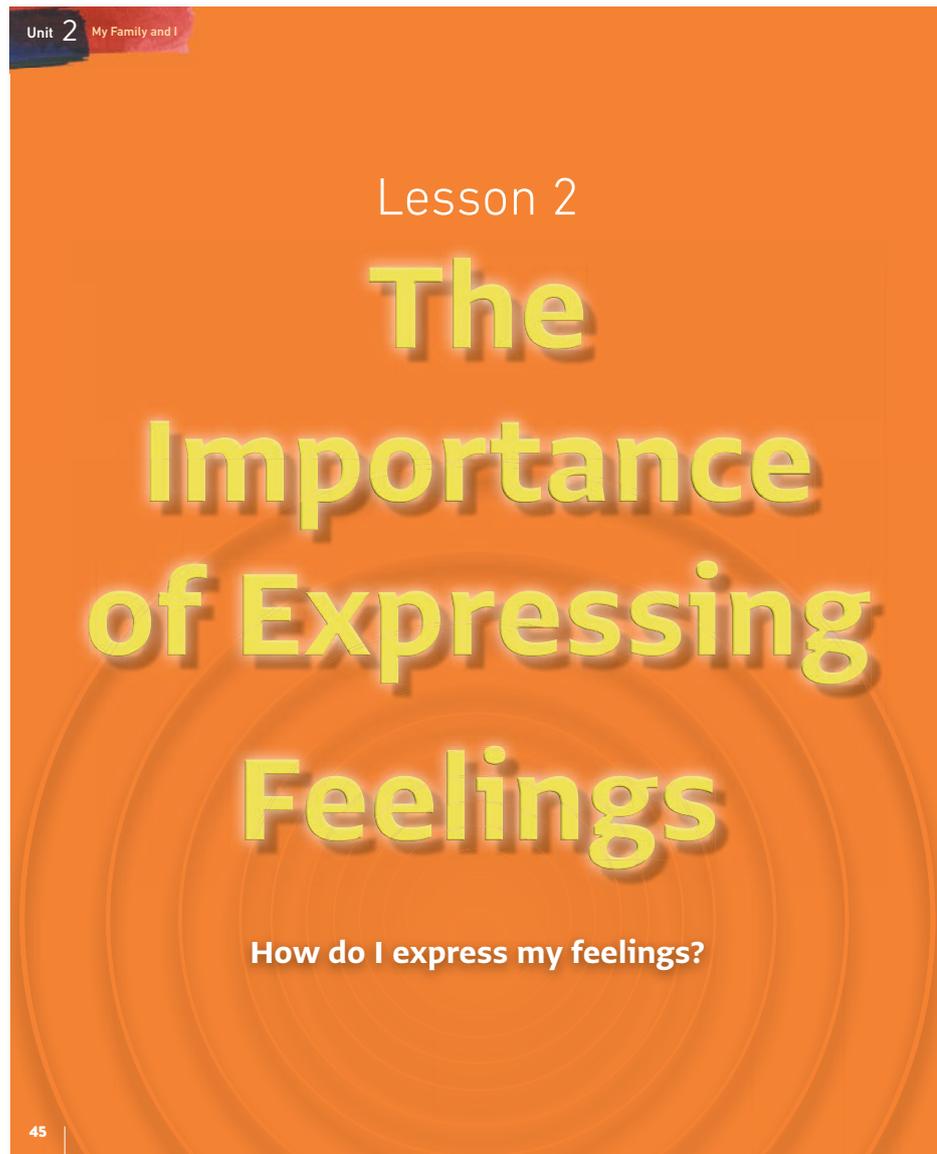
Students reflect on the different roles their family members play. They also give those roles the importance they deserve and show their complex nature, especially those relating to the house. This activity aims to encourage students to be responsible and to determine their roles in their respective families in order to take a work load off their parents' hands in the future.

**Lesson Objective**

This lesson aims to explore the linguistic vocabulary used in naming and describing feelings, the importance of understanding and expressing feelings and the definition of negative and positive feelings.

**Required Material**

Book

**Learning Outcomes:**

1. 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.
2. Discuss the things they are good at and those they find difficult.
3. Determine their likes and dislikes, while justifying their choices, and realise that people don't necessarily like the same things and that it's possible to learn how to love other things.

### Vocabulary

worried

angry

excited

jealous

I am good at

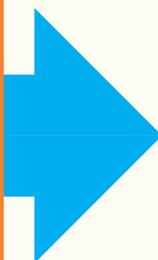


## 1 Everyone think of a feeling.

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.



Unit 2 Lesson 2

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### Worried

Feeling upset, uneasy or uncomfortable

### Angry

Annoyed and upset

### Excited

Passionate; enthusiastic

### Jealous

Having the feeling of jealousy

### I am good at

I can do a job well

### Preliminary Activity 1 (5 Minutes)

#### 1. I sit with my friends in a circle and name a feeling.

- The teacher makes a circle out of cardboard and hangs it in the classroom.
- Distribute small blank papers.
- The teacher asks each one of the students to name a feeling they have experienced, write it on the paper and pin it inside the circle.
- Students should pay attention so that they do not put the same feeling up twice.
- The board remains in the classroom so that students can refer back as needed.
- The cardboard was circular so that students would realise that there was no preference of one feeling over another, and all people go through these feelings at one time.

### Differentiated Learning:

- Students may need help naming a feeling, provide a context first. For example: Yesterday, I lost the keys to dad's car, so I felt ... (Anxiety) then he talks to another student and says: After a long search, I found them at the dining table where I was eating, so I felt... (Relief).
- Some students may need to help write the feeling they choose.

**Students conclude that people have different feelings.**

**Activity 2 (15 Minutes)****Let's listen to a story**

- The teacher reads twice the story of "Along Came My Brother". (5 Minutes)
- The teacher uses a narrative style while reading.
- The teacher makes sure the students understand the moral of the story.

2

**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.

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#### A. Questions for Discussion (5 Minutes)

Class discussion question answers:

- Mila felt happy and relieved when her mother returned because she missed her, and she was worried in her absence.
- Mila felt worried again because she was afraid that her parents would care more for her little brother and love him more. I do not agree with her because parents love all their children / I agree with her because babies require more care...
- Her mother helped to relieve her of her anxiety when she asked her to hold her brother to calm him down.
- Mila can not take care of her little brother by herself, only the mother can provide what the baby needs. However, Mila is able to help her mother by rocking her brother's bed, singing to him, watching him while her mother is busy managing the house, distracting her brother from crying.

**B.** Have you ever felt worried? Or jealous? What was the reason? Describe. (Open answers)

This activity aims to make children aware that people experience different feelings and that they need to manage those feelings. It also highlights the importance of family members helping each other, and the role of the family in helping us overcome our negative feelings. It reveals that each person has certain skills, so we should recognise these skills and apply them.

**Activity 3 (10 Minutes)**

Put yourself in Mila’s shoes and express your feelings about your mother’s absence and her return with the newborn. (10 Minutes)

- The teacher invites the students to put themselves in Mila’s shoes and asks:
  - How would you feel if you had a new brother/ sister? Justify this feeling. (I would feel jealous, because my mother would only care for my little brother. I would feel happy, because I would play with my brother. I would feel angry, because babies cry and I hate crying sounds...)
  - The teacher continues: Do we all feel the same feelings? Do we like, and dislike, the same things? So what I like might be different from what you like. The same applies to feelings; what worries me might not worry others.
- The teacher encourages a few students to stand before their classmates and boldly express their feelings.

**Possible Answers:**

- In the absence of my mother, I felt sadness, fear and anxiety, because I missed her, and I did not know when she would come back...
- When my mother came back, I felt happy and reassured, because I love her and do not want her to get away from me ...

The teacher explains the importance of expressing feelings and that feelings towards a given situation differ between one person to another. They also confirm that feelings depend on our likes and dislikes, noting that what one person likes is not necessarily what the other likes.



**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.

<p><b>a.</b> My father is away travelling.</p>	<p><b>b.</b> I lost my new lunch box in the playground.</p>	<p><b>c.</b> None of my friends want to play with me during break.</p>
<p><b>d.</b> The teacher asks me to read a poem aloud to the class. I don't read very well.</p>	<p><b>e.</b> We are going to play football at school. Football is my favourite game.</p>	<p><b>f.</b> I'm going camel riding at the weekend. I have never ridden a camel before.</p>

angry

embarrassed

worried

happy

excited

lonely

sad

#### Activity 4 (5 Minutes)

**a. Choose the suitable feeling for each of the following situations and write it down.**

A: Sad, B: Worried, sad, C: Alone, D: Shy, E: excited, F: Happy.

Students learn that every feeling has a reason behind it. Feelings of different kinds are acceptable provided we control them and turn them from negative into positive feelings. Students become aware that what we're good at makes them happy and satisfied, and what they're not good at makes us sad thus we experience negative feelings. However, these feelings are not constant; what we're not good at today might be what we're good at in the future.



#### 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.

#### Activity 5 (10 Minutes)

##### Conclusion

##### My likes and dislikes!

- The teacher divides students into groups.
- Each pair share their likes and dislikes.
- Two minutes later, the teacher goes around and discusses with them.

This activity identifies the students' likes and dislikes and enables them to express their own likes and dislikes boldly and with confidence.

- Students recall the outcomes of this lesson, and the teacher confirms the **acquired concepts**:
- Knowing the acquired vocabulary to describe and express their feelings.
- Distinguish between positive and negative feelings. Recognising our likes and dislikes and linking them to our feelings.
- Learning about the stimuli that cause certain feelings.
- Knowing that each person has things they're good at and other things they're not good at.
- Realising what we're not good at today might be what we're good at in the future, so we should not be sad or worried.

## Lesson 3

# Ways of Expressing Feelings

**Why do I have particular feelings?  
How do they come about?  
How do I express my feelings?**

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### Lesson Objective

This lesson aims to explore negative feelings and evaluate their different types; verbal and non-verbal ways of expressing a negative feeling, how to behave when experiencing negative emotions and how to express negative feelings.

### Required Material

- Book
- Feeling cards
- Envelopes
- Cards including the four circles mentioned in the book

### Learning Outcomes:

1. 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

### 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.

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<b>Positive feelings</b>	Feelings that make me happy
<b>Negative feelings</b>	Feelings that bother me
<b>Imaginary fear</b>	Fear of things that don't exist and shouldn't be feared
<b>True fear</b>	Fear of real things that evoke fear and justify it

### Preliminary Activity 1 (5 Minutes)

#### The game of feelings: "No Talking"

What causes me to have certain feelings and what stimulates them? How can I express my feelings?

- The students sit in a circle.
- The teacher writes down the following feelings on cards and puts them in envelopes (prepared beforehand).  
(Fear – Joy – Sadness – Worry – Jealousy – Assurance – Excitement – Anger – Rejection – Acceptance – Annoyance...)
- Each student selects one of the cards.
- He then attempts to act out the feeling without saying a single word, and everyone else has to guess the feeling and name it.
- When all students finish this exercise, each child holds the card that mentions the feeling acted.
- The teacher invites the students to form two groups: The first group representing positive feelings and will be sitting on the left side of the classroom, and the second group of negative feelings and will be sitting on the right.

**This activity aims to increase the students' vocabulary by encouraging them to describe feelings and recognise the difference between them. Students can also act out their feelings if they are unable to use the correct vocabulary.**

**Activity 2 (20 Minutes)****Let's listen to a story**

- The teacher reads twice the story of "My Brother Silvio". (5 Minutes)
- The teacher uses the narrative style while reading.
- Make sure that the students understand the moral of the story.

**2****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?

#### a. Questions for Discussion (5 Minutes)

- The teacher leads a class discussion.
- Possible answers: Silvio's crying was not what annoyed Mila; it was her mother's attention on the infant and the fact that she left her when his brother started crying.

Mila screamed at her brother to scare him and make him stop crying. Mila expressed her feelings in an unhealthy way. She should tell her parents what had upset her.

- These responses indicate a sense of fear, jealousy and anxiety.

Mila's feelings were affected by seeing her friend Mona crying in the playground, which made her feel regret and shame. The incident encouraged her to take care of her brother, love him and fear for his safety.

The teacher stresses that Mila's feelings while valid were expressed inappropriately. The teacher also introduces the feelings of "regret" and "shame", because they will also experience these feelings at some time. The children should know how to control these emotions.

#### b. Students recall Mila's feelings, how they changed throughout the story and act them out. (10 Minutes)

Annoyance – Anger – Fear and Worry – Regret – Love.

- In pairs they discuss her behaviour after experiencing those emotions themselves.
- The students are invited to perform these emotions in front of their classmates.

This activity allows the students to recall Mila's feelings throughout the story, their stimuli and how they have changed.

**Activity 3 (10 Minutes)**

List Negative and Positive Feelings

Which of the following feelings are positive, and which are negative?

- The teacher asks the students to classify each of the following feelings: Joy - Anxiety - Reassurance - Pain - Pride - Sadness, into positive or negative feelings, with justification.
- In pairs students compare their answers.
- Students act out these feelings. Are the methods of expression similar?

**Differentiated Learning:**

**Beginners:** Write one positive feeling and one negative feeling not mentioned previously.

**Advanced Students:** Write two positive feelings and two negative feelings.

The teacher draws the students' attention to the fact that we're not alike in what scares us, saddens us and worries us, for each of us has his own fears and concerns.

**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 .....

**Activity 4 (10 Minutes)**

Describe how you feel and act when experiencing negative emotions and act out if students can relate.

How would you feel? And should you be in a similar situation, how would you act?

- The teacher explains the activity and sets a time limit. Responding quickly is a requirement of the activity.
- Ask the required question in two stages: "What would you feel? – How would you behave?", allowing as many students as possible to answer.

**Differentiated Learning:**

**Beginners:** Describe the feeling

**Advanced Students:** Describe the feeling and likely reaction

This activity aims to anticipate the real and spontaneous behaviours of students in these situations. Speed in answering is requirement so they shouldn't have too much time to think about their answers, fake them or pretend. Hence, their answers would reflect what they would actually do. This enables the teacher to encourage them to change their behaviour and correct it, should they be exposed to the same situations later on.



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.....

**Activity 5 (10 Minutes)**

Look at the following pictures. Discuss with your colleague the reason why you are afraid and write it down.

- The teacher divides the students into mixed groups containing the different levels of the class.
- The teacher explains the difference, elaborating on what distinguishes imaginary fear: Fear of things that don't exist and shouldn't be feared, and what distinguishes real fear: fear of real scary things.
- Students collectively recall what causes them fear, be it true or imaginary fear.
- The students contemplate the picture in the book, and determine whether the fear is true or imaginary (the teacher can display the picture on the interactive board, if available).

This activity aims to encourage students to reveal the stimuli that evoke in them negative feelings. He also draws their attention to some situations that frighten them and should not cause them such fear, which helps them mitigate their fear complex. This activity is a prelude to the following activity that aims to train children to find and master ways of expressing their feelings.

Students recall the outcomes of this lesson, and the teacher confirms the acquired concepts. (5 Minutes)

**I learned that:**

- There's enough vocabulary that enables me to express my feelings successfully and accurately. Not to mention that these feelings can be expressed with facial expressions and body language.
- Feelings change when the stimuli that awaken them change.
- Stimuli of negative feelings differ and change from one person to another.
- I adopt the best and healthiest ways to express my negative feelings.

## Lesson 4

# I Like! I Dislike!

Do I like everything?

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### Lesson Objective

This lesson aims to make the students aware of what they want and do not want, what they like and dislike and the feelings that may be affected by these things. Students understand that they may prefer or reject things different from the things others prefer or reject. They also learn that the things they want or do not want sometimes change and cause a change in feelings.

### Required Material

- Right card, left card
- Book
- Red and green colouring pens

### Learning Outcomes:

Determine their likes and dislikes while justifying their choices, students understand that people don't necessarily like the same things and that it's possible to learn how to love things

### Vocabulary

I like

change

better

<b>I like</b>	Feeling upset, uneasy or uncomfortable
<b>Change</b>	Changing
<b>Better</b>	Improved



## 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.



### Preliminary Activity 1 (5 Minutes)

#### Participate in a game: Jump to the right, jump to the left

- Students line up in a straight line.
- The teacher says: I'll name something, if you like this thing jump to the right, and if you do not like it jump to the left.
- Suggestions: (Apple, banana, drawing, singing, football, basketball, rope jumping, camel, horse, school, birds, visiting relatives, desert safari).
- The teacher asks the students: Have you all jumped in the same direction? Why not?
- Is it necessary for all of us to like or dislike the same things?

**Students conclude that people do not necessarily like the same things.**

**Activity 2 (15 Minutes)****Let's listen to a story**

- The teacher reads twice the story of "I do not like this food". (5 Minutes)

**Questions for Discussion (5 Minutes)****Suggested answers:**

- I love my grandmother, and I do not like to refuse her requests. But what if she did not prepare my favourite meal?
- (Open answers)
- (Open answers)
- Talk about a personal experience (open answers)

**b. Express how you feel when you do something you do not like.**

(5 Minutes)

- The teacher asks: "Who among you does not like football? "

Then they talk to those who answered "I do not like" and asks them

- Why?
- How would you describe your feelings if you were forced to join the school football team?

The teacher then questions those whose answer was "yes"

- How would you describe your feelings when you play football?
- The teacher highlights the following: Doing things we do not like causes negative feelings. Doing things we like makes us feel happy.

**Students conclude that a person's feelings about things are changeable. that participating in an undesirable activity generates a negative feeling, and vice versa, doing something we like makes us feel happy.**

2

**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.

**Activity 3 (15 Minutes)**

**Problem and Solution:** What would you do if you were in Waddah's shoes?

- a. The teacher reads the problem and explains what is required. Complete the list with the appropriate mark or words. (5 Minutes)**
- Each student is asked to think about Waddah's options. Complete the list by putting an X in the appropriate box, and if they do not like the option, give an alternative option.

**Differentiated Learning:**

**Beginners:** They draw alternative options

**Advanced Students:** They list

**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 a good time: (10 Minutes)

Discuss alternative options with your classmate, and look for a way to spend a good time at Waddah's place despite the different options.

**This activity helps students to accept the diversity of interests and things that we may like or dislike, this difference and diversity is considered an advantage and enriching.**



### 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.

### Conclusion Activity 4 (10 Minutes)

#### Do I like the same things all the time?

- Think about each of the images and consider your feelings towards them. Share your answers to the two questions with your partner.

The teacher divides the students into groups, asking each group to reflect on the implications of the pictures, and to deduce what they mean.

(5 Minutes)

Question the students to clarify meaning if necessary.

#### - Picture 1:

- How do you feel in the morning when the alarm rings to wake you up? (Disturbed because people usually prefer to wake up naturally)
- Are there times when we are woken by the alarm and do not feel disturbed? (If we are going on school trip / if we are travelling to a desired place...)

#### - Picture 2:

- When does the school bell ring and we feel disturbed? When our morning meeting with friends ends, right before we enter the classroom/ when a class that we like ends, and the time comes for another class that we do not like as much.
- When does the bell ring bring joy? Time to go to play / at the end of the school day.

#### - Picture 3:

- We feel sad because of the absence of our loved ones. We feel happy if we travel on a vacation, or our loved ones come back.

#### - Picture 4:

- We like to sleep in the morning during cold weather, we do not like when our parents tell us to go to bed.
- The teacher asks the following question: What do we conclude? Do all the situations affect us in the same way, at all times?

**Through this activity, the teacher sheds light on different situations with different circumstances and causes. We may like the same situation at some time, and dislike it at another time.**



### 4 Do I like the same things all the time?

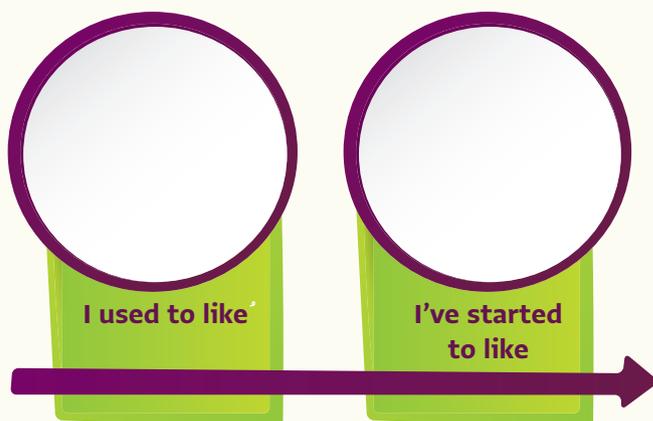
Look at these pictures. Think of the different times when these different things are used. How do you feel about them? Talk about when you like these things and when you do not like these things.





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.



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### Optional Activity 5 (10 Minutes)

Draw in each circle something you like, something you no longer like, and something you came to like. Discuss in pairs.

The student draws what they like, and what they came to like now from sports, games, places, or foods. They return to their partner and outlines the reasons.

**This activity promotes the concept that desirable and undesirable things sometimes change and cause a change in feelings.**

Conclusion: Students recall the outcomes of this lesson, and the teacher confirms the acquired concepts:

- **People do not necessarily like the same things.**
- **We can learn to like and appreciate things, as long as feelings about things we like or dislike are changeable, according to our needs.**
- **The same situations vary according to the circumstances and causes, and our feelings change accordingly. We may like and appreciate the same situation at some point of time, and may dislike and not to appreciate it at another time.**
- **Acceptance of difference, in the interests and things we like or dislike is necessary because this difference and diversity is a source of enrichment and excellence.**

## Lesson 5

# What am I good at?

Can I do this?

65

### Lesson Objective

The lesson aims to study the student's strengths and weaknesses, preferred choices, abilities as well as the things they master. The feelings such things give them and the things they wish to improve. Students understand the link between feelings and desired and undesirable things, whether they like to do the things they master, and the possible ways to improve the things they are not good at.

### Required Materials

- The Introductory Activity's Card
- The book
- Blank paper
- Cards for activity No. 5

### Learning Outcomes

Discuss things they are good at and those they find difficult

### 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> ?

### Talents

Natural abilities that you were born with

### Excellent job

Task that is very well completed

### I am good at

I can do a job well

### Introductory Activity 1 (5 Minutes)

#### I participate in the game of matching numbers.

The teacher sits with the students in a circle.

- The teacher prepares, in advance, a card divided into boxes. In each box, they write one of the said phrases.
- The teacher can add or replace phrases that they think are better for their students.
- The teacher lays the card down on the floor in the middle of the circle and asks each student to pull from the basket a piece of paper on which they have previously written the numbers from 1 to 8.
- The student matches the card with the number they picked.
- The teacher reads the phrase on the card and asks the student to say: 'I am great at' if he is good at doing what the teacher has read, and 'I am not great at' if he cannot do such thing.
- Students can participate in the game repeatedly if time allows.

**Students conclude that we do not necessarily have to be good at everything, and not all people have the same skills.**

**Activity 2 (15 Minutes)****Let's Listen to the Story**

- The teacher reads the story "I am Special" twice. (5 Minutes)

**a. Questions for Discussion (5 Minutes)****Suggested answers:**

- Talent Day: It is a day in which students display their talents and skills. The day is designed for children to show others what they are good at, such as painting, acting, poetry reading, singing and sports ...
- Feeling happy, proud and self-satisfaction.
- Yes, if she asked them to help her in learning and practiced it.
- Open answers.

**b. Let's think of Mila's statement:** "I think each of us can do a great job if we try hard enough." (5 Minutes)

- Suggested Answers: My father is good at driving cars; my mother is good at preparing sweets; I am good at telling stories ...
- Students realise that each of us has a hobby or skill that they are good at.
- It is normal to be good at some things, and not others.
- We feel pleased and satisfied when we are good at something. We can practice and train to master things we are not good at.

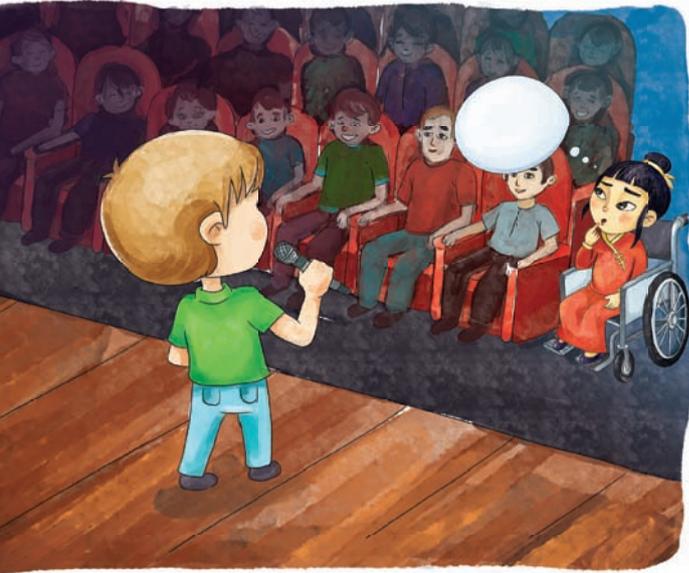
## I Am Special

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?

**Activity 3 (15 Minutes)****I share with my classmates what I am good and not good at**

- a. Draw something you are good at and something you are not. (5 minutes)
- The teacher asks each student to draw in the boxes what they are good and not good at.

**Differentiated Learning:****Beginners:** They draw.**Advanced Students:** They write.**b. Share your feelings with your classmates**

(10 minutes)

- The teacher asks the students to form pairs. Each student will share with their peer what they are good at and what they are not.
- The teacher listens as all students participate.

**This activity helps the students' to talk about things they are good at and those they find more difficult, Students are more comfortable knowing that everyone has strengths to be proud of and weaknesses different from those of others.**

**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.

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

#### Activity 4 (Pair or group work based on the course of the session) (20 minutes)

##### I am not good at ..... but want to do it

- The teacher asks students to look at the pictures in the book, then chose a picture showing a skill they are not good at.
- Students are then asked to form groups based on the skill they would like to improve.
- The teacher explains what is required, Develop a plan to train students on the skill they are not good at and identify the people who might help them.
- The teacher listens to the suggestions from the groups.

**This activity helps students to assess their abilities and freely, express what they are not good at. Students are comfortable because they previously learned that people are different and each one has strengths and weaknesses. They then participate in a discussion about how to develop such skills and whether they can receive help from others (family, friends and teachers) to master them. Students recall the steps to master a work: Learning; listening; training; and trying.**

**Activity 5 (Group work) (15 minutes)****We Share Talents**

Find a classmate(s) who share the same talent as you.

Practice together to present this talent to the class.

This activity aims to show the student's talent and enhance self-confidence.

**Students present their talents to their classmates.**

(20 Minutes)

**5 Sharing Talents.**



## 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.....

### Optional Activity 6 (Pair or group work) (10 Minutes)

#### I thought that ....., now I think that ....

- The teacher divides students into pairs and asks them to share what they understood in this unit "Me and My Family" by applying the following strategy: "I thought that ....., now I think that ...." within two minutes (a minute per student, which ends at the teacher's signal).
- Following the sharing made in pairs, the teacher asks them to separate into groups of three different members, then share what they understood within three minutes (a minute per student).

**The objective of the activity is to reiterate the acquired concepts. This activity is the conclusion of the second unit.**

- Students recall the outcomes of this lesson and the teacher confirms the acquired concepts:
  - **There are things we are good at and others we are not.**
  - **Everyone has strengths and weaknesses different from those of others.**
  - **We should strive to improve ourselves because we can learn other things that we are not good at through proper planning.**

# 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

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## AI Diwan App

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