



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Two

First Semester

Teacher's Guide

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

Moral Education

Grade 2

First Semester

Teacher's Guide

Pilot Edition

2017 - 2018



التربية الأخلاقية
MORAL EDUCATION

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



80051115



04-2176855



ccc.moe@moe.gov.ae



www.moe.gov.ae

Trial Edition

2017- 2018

Copyrights reserved -Ministry of Education in the United Arab Emirates - Curriculum and Evaluation Sector ©



"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

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

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

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

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

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

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

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

Moral Education

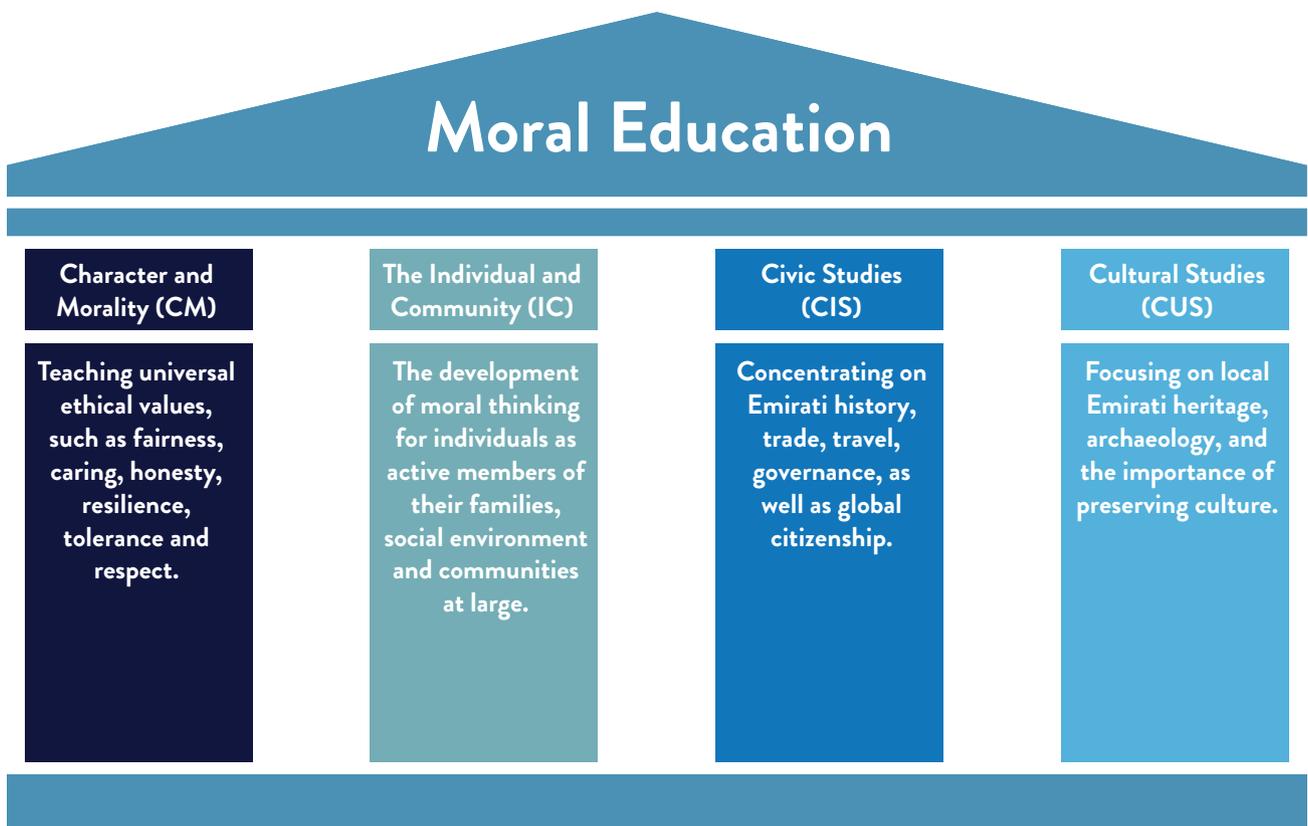
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local 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

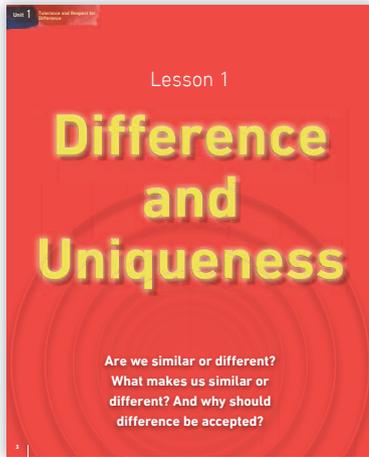
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations, 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.

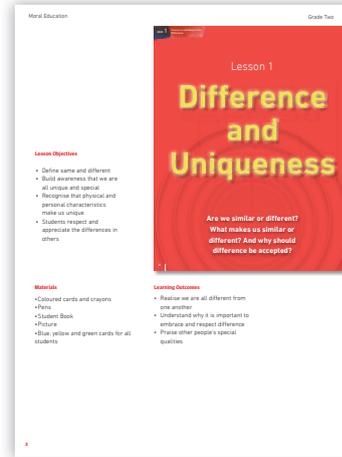
Moral Education Course Education Resources

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



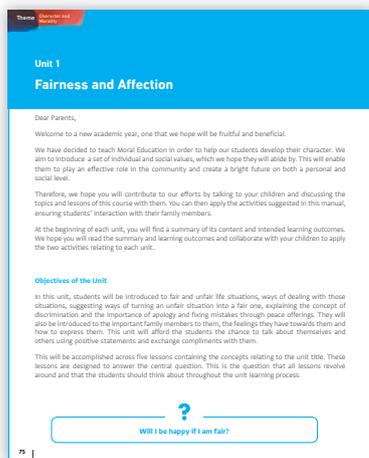
Student Book

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.

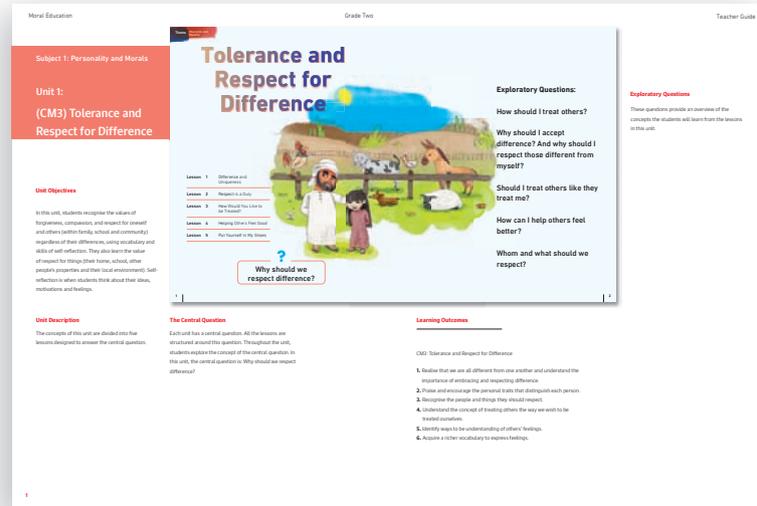


**Inspired by the Sheikh Zayed
Grand Mosque, Abu Dhabi**

Table of Contents

Unit 1

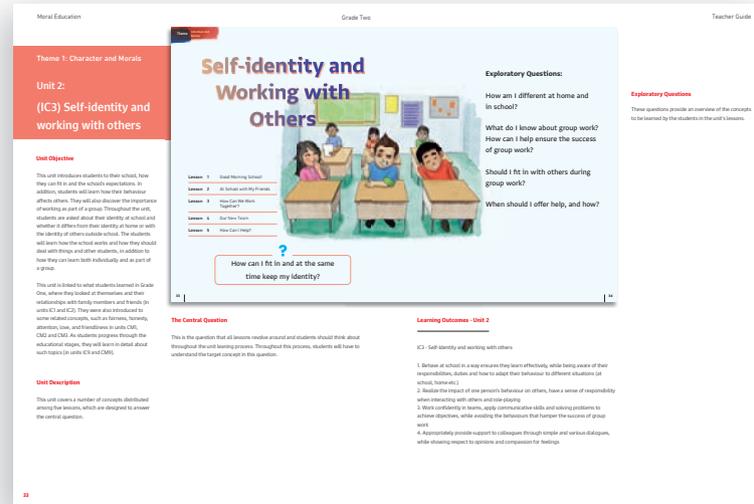
(CM3) Tolerance and Respect for Difference



- 1 Difference and Uniqueness P. 3**
The meaning and significance of Difference, the meaning of Uniqueness, and the things that make the individuals different. Praising the personal traits that distinguish each person and encouraging these traits.
- 2 Respect Is a Duty P. 9**
Respect and how to practice it. Individuals and the things that should be respected, and respect signs. Ways to implement the Charter of Class Respect.
- 3 How Would You Like to Be Treated? P. 15**
The need to treat others as we would like to be treated, and the ways in which we get to better understand the feelings of others. Identifying the actions that we like and dislike.
- 4 Helping Others Feel Good P. 21**
Understanding others' feelings, showing empathy and help. Acquiring new vocabulary to help express feelings.
- 5 Put Yourself in My Shoes P. 27**
The importance of putting to ourselves in others shoes to understand their need for empathy, and the state of feeling of gratitude that is a result of empathy. Ways of showing empathy.

Unit 2

(IC3) Self-identity and working with others



1 Good Morning, School! P. 35

Understanding the school's structure, who plays each role, how to deal with the administrative and educational staff as well as classmates/ friends, and where things are.

2 At School with My Friends P. 41

Different behaviours when being in school or elsewhere, determining the types of acceptable and unacceptable behaviours in all of these places.

3 How Can We Work Together? P. 47

Teamwork, and the similarities and differences between working individually and withing teamwork.

4 Our New Team P. 53

The impact of the actions of individuals on others. Self-confidence while working within a team, and the skills that contribute to achieving goals.

5 How Can I Help? P. 59

Personal desire to get help or support, and ways of presenting help and support to others.

Unit 3

What objects and symbols can tell us

- 1 Shifting from Intangible to Tangible Heritage
- 2 Studying Artefacts
- 3 Studying Artefacts
- 4 Thinking About Symbols (Can Be Incorporated in Lessons 2 & 3)
- 5 Who Is the Archaeologist?

Unit 4

Flexibility and Perseverance

- 1 What Do We Know About Resilience and Perseverance?
- 2 Exchanging Useful Remarks
- 3 Persons Have Resilience
- 4 What I Find Difficult.
- 5 Resilience in Projects

Unit 5

Being healthy and staying well

- 1 Proper Food for Good Health
- 2 Sport and Healthy Body
- 3 Different Attitudes and Feelings
- 4 Understanding Other People's Feelings
- 5 What Is the Solution?

Unit 6

What objects and symbols can tell us: “Similarities and differences”

- 1 Does the Heritage Change?
- 2 Evolution of the Objects and Their Uses (1)
- 3 Evolution of the Objects and Their Uses (2)
- 4 Evolution of the Objects and Their Uses (1)
- 5 Evolution of the Objects and Their Uses (2)

Subject 1: Personality and Morals

Unit 1:

(CM3) Tolerance and Respect for Difference

Unit Objectives

In this unit, students recognise the values of forgiveness, compassion, and respect for oneself and others (within family, school and community) regardless of their differences, using vocabulary and skills of self-reflection. They also learn the value of respect for things (their home, school, other people's properties and their local environment). Self-reflection is when students think about their ideas, motivations and feelings.

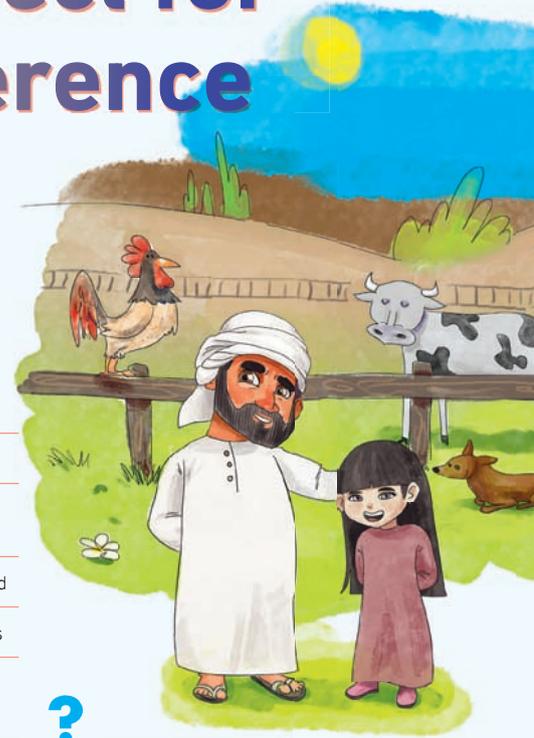
Unit Description

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

Theme Character and Morality

Tolerance and Respect for Difference

Lesson 1	Difference and Uniqueness
Lesson 2	Respect is a Duty
Lesson 3	How Would You Like to be Treated?
Lesson 4	Helping Others Feel Good
Lesson 5	Put Yourself in My Shoes

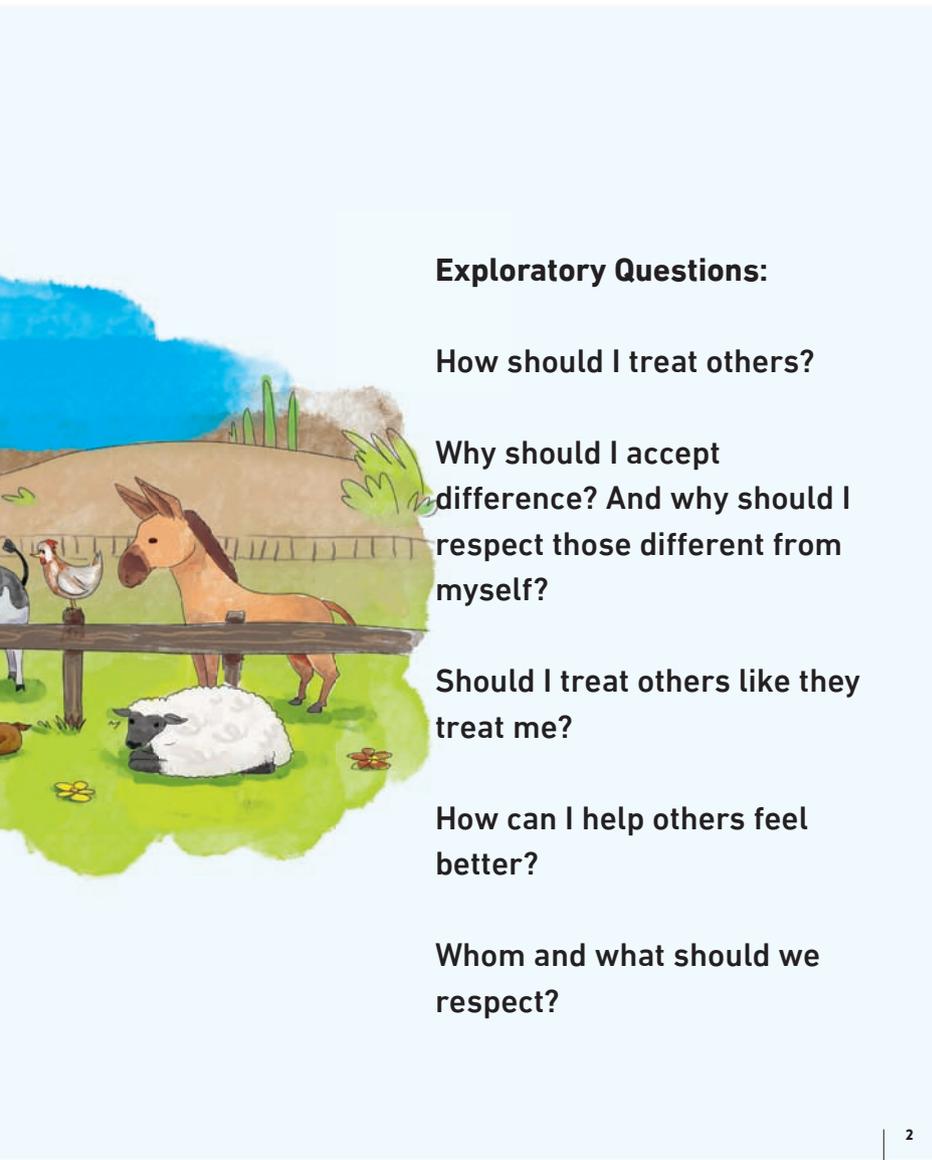


Why should we respect difference?

1

The Central Question

Each unit has a central question. All the lessons are structured around this question. Throughout the unit, students explore the concept of the central question. In this unit, the central question is: Why should we respect difference?



Exploratory Questions:

How should I treat others?

Why should I accept difference? And why should I respect those different from myself?

Should I treat others like they treat me?

How can I help others feel better?

Whom and what should we respect?

2

Exploratory Questions

These questions provide an overview of the concepts the students will learn from the lessons in this unit.

Learning Outcomes

CM3: Tolerance and Respect for Difference

1. Realise that we are all different from one another and understand the importance of embracing and respecting difference.
2. Praise and encourage the personal traits that distinguish each person.
3. Recognise the people and things they should respect.
4. Understand the concept of treating others the way we wish to be treated ourselves.
5. Identify ways to be understanding of others' feelings.
6. Acquire a richer vocabulary to express feelings.

Lesson 1

Difference and Uniqueness

**Are we similar or different?
What makes us similar or different? And why should difference be accepted?**

3

Lesson Objectives

- Define same and different
- Build awareness that we are all unique and special
- Recognise that physical and personal characteristics make us unique
- Students respect and appreciate the differences in others

Required Materials

- Coloured cards and crayons
- Pens
- Student Book
- Picture
- Blue, yellow and green cards for all students

Learning Outcomes

- Realise we are all different from one another
- Understand why it is important to embrace and respect difference
- Praise other people's special qualities

Vocabulary

unique

similar

different

positive feelings

negative feelings



- 1 Choose a classmate. Then draw a picture of him or her and stick the drawing to the class board.

Unique	Unlike anyone else
Similar	Has common qualities with others
Different	Contrasting, opposite
Positive feeling	Feeling joy, happiness and comfort
Negative feeling	Feeling sadness, injustice or discomfort

Activity 1 (10 minutes)

Introduction

Key questions: Are we similar or different? What makes us similar or different?

Hand out paper. Ask students to work in pairs. Tell each student to draw their partner.

Pin the completed drawings to the board with the title 'My special class'.

Have a discussion about similarities and differences.

Ask:

- Are we all the same?
- What do you see that is similar/like others?
- What makes us different/unlike others?

Guide the students to notice similarities and differences: age, gender, height, hair and eye colour, interests, talents, preferences and any other characteristics or qualities.

Activity 2 (20 minutes)**Listen to the Story (5 minutes)**

Read the story of 'Salem's farm' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

2

Salem's Farm

There are lots of different animals on Salem's farm. Some are big, others are small. Some are covered in wool, others in feathers. Some eat grass, others eat seeds.

One day, Salem brought along a dog to watch over his farm. The other animals gathered in the farm yard. They didn't like the new dog. The sheep said, 'Get away from us, strange animal! You're not like us! We don't want you here with us!'

The chicken said, 'What are you useful for? Do you lay eggs every morning?' The cow laughed, and asked, 'Do you give milk?'

The animals said together, 'Go away! We don't want you here with us!'

Salem went up to the animals and talked to them. He said, 'What is wrong with you, my friends? Is this how we welcome our guests here to Farmer Salem's farm?'

The animals felt ashamed. They looked first at each other and then at the dog. And then they all said, 'You are welcome among us. Uncle Salem's farm is for everyone. We're sorry!'



Questions for Discussion

- How do you think the dog felt when he heard what the other animals said about him?
- Do you think a dog can be useful on a farm? Why?

Let's think together about the following statements.
 'You're not like us! We don't want you here with us!' Discuss them with each other.

6

Questions for Dialogue (5 minutes)

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

Focus on showing the feelings of the different animals at each point in the story.

Let's think (10 minutes)

Ask each student to think about the meaning of each statement.

Ask questions to guide the students:

Why don't the animals want the dog to join them?

How would you feel if you were a new student joining the class for the first time?

Differentiated Learning

- The teacher forms two groups, asking each one to discuss what they have thought about.
 - The low ability students can explain their ideas through a drawing.
 - The high ability students can act a role that shows the importance of accepting others.
- The teacher gives each group the opportunity to express what they have understood from the statement.

Conclusion One: Understanding the differences and having a positive view of things (and people) because our difference from one another is what makes us special.

Conclusion Two: It is important to express our feelings, be thoughtful and talk in a positive way.

Activity 3 (10 minutes)

Picture activity (4 minutes)

The students look at the picture. In pairs, they identify similarities and differences between the children in the picture.

Write down differences (6 minutes)

Students list the differences they find in the picture.

Differences: gender; hair; positions (sitting/standing); colours of their T-shirts; some holding the trophy, others not.

Similarities: all wearing shorts and T-shirts; all looking happy; all about the same age; all looking at the camera.

Focus on the point that we are all different, and difference is good because it makes us interesting and special.



3

1. What similarities can you see among the children in the photograph? What differences can you see? Discuss with the class.



2. Write down five differences you can see between the children.

a. c. e.

b. d.

Write what the children have in common.



4 How are we similar? How are we different?

Write:

1. The name of your favourite food on the blue card
2. The name of your favourite sport on the yellow card
3. The name of the best book you have ever read on the green card

Collect all the cards of each colour together. Compare your answers with the answers of your classmates.



5 Speak to two members of your family. Tell them:

We are different because.....

We are similar because.....

I like

Unit 1 Lesson 1 | 8

Activity 4 (10 minutes)

Conclusion (10 minutes)

Students work in groups.

Hand out coloured cards. Ask each student to write:

- Their favourite food on a blue card
- Their favourite sport on a yellow card
- their favourite TV channel on a green card.

Afterwards, each student puts each card into a bowl matching its colour.

Write the headings Favourite food, Favourite sport and Favourite TV channel on the board.

Split the students into three groups. Each group gets one bowl. They write the answers on the board under the matching heading.

Discuss the answers with the class. Promote the concept of embracing both similarities and differences.

Activity 5 (15 minutes)

Choose two family members and tell them

(10 minutes)

This activity is optional.

Ask: Think about your family. Think of someone that is very special. What makes this person unique and special?

Ask students to think of two family members to whom they want to express admiration and appreciation for their similarities and differences.

Encourage the students to notice unique characteristics and to express their appreciation for these.

Conclusion (5 minutes)

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

- I have learned to show compassion for other people's feelings.
- I have learned that differences are good because they make us special.
- I have learned to show compassions for other people's feelings.

Lesson 2

Respect is a Duty

Lesson Objectives

- Respect the differences in others
- Define 'Respect' and how it can be expressed
- Analyze whom and what to respect
- Implement a charter of respect for the classroom

Required Materials

Student Book

**Whom and what should we respect?
Why can difference be regarded as positive?**

9

Learning Outcomes

- Determine whom and what to respect

Vocabulary

respect	I respect the law
duty	care
tolerance	accepting other points of view
other people's needs	



1 Let's talk about our hobbies.

Describe a task that you can do well and that makes you stand out.



Unit 1 Lesson 2

10

Respect	Considering and appreciating other people's feelings
I respecting the law	I follow the rules of the law; I apply the law
Duty	What someone has to do
Care	To look after something or someone
Tolerance	Forgiveness and maintaining good relationships
Accepting other points of view	Respecting the opinions and views of other people
Other people's needs	The things that other people require

Activity 1 (10 minutes)

Ask students to think of a job or a hobby that they do well.

Ask each student to come up to the front of the class to tell their classmates about something they are good at.

Emphasise that we are all good at different things. Difference and uniqueness are positive, because they make us interesting and special.

Activity 2 (15 minutes)**Listen to the story (5 minutes)**

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

2

Chaos on the Farm

One day, chaos spread throughout the farm, leaving hay and wood scattered everywhere. 'What's going on? Why all this mess?', said Farmer Salem.

'I'm not responsible! I did my job and woke up early. "Cock a doodle doo!"', answered the rooster. The chicken interrupted him, saying, 'And I laid a large egg.' The cow shouted, 'I want water! Where's my water?'

The sheep shouted, 'I want grass, I'm hungry!' At that moment, Salem's nephew, Rashid, entered the farm and greeted everyone. 'Good morning, my friends,' he said.

'Good morning and welcome!' said Salem. Come over here, Rashid!

The animals continued to cause chaos, accusing one another of different things, and demanding food and water.

Salem turned to them and said, 'Enough! I can't understand anything any more! How can we communicate if everyone talks at the same time? Haven't you noticed Rashid is here? Why haven't

you greeted him like you said you would?'
The animals looked at one another and realised their mistake. They apologised to Salem and then to one another. Then each of them greeted Rashid.



Questions for Discussion

- What did the chicken do when the rooster was speaking? What does this show?
- The animals were all speaking at the same time. What do we call this situation?
- Find another example of behaviour that shows disrespect.
- What did the animals do after realising their mistake?

Let's think together: Where in the story did the animals show respect?

12

Questions for Discussion (5 minutes)

Ask the questions for dialogue. Give students time to think before sharing their answers. Give different students opportunities to answer.

Focus on examples that promote respect. Ask the students to give examples of respectful treatment of others, for example:

- Greeting others
- Responding when others greet us
- Considering others' feelings
- Being patient and tolerant
- Apologising for our mistakes
- Being friendly with others.

Let's Think (5 minutes)

Ask the students to work in groups. They are to identify examples of respect in the story.

Differentiated Learning

If necessary, divide the class into two groups.

Ask the low ability group to find an example of respectful behaviour from the story (the animals' apologies to Salem and to each other).

Ask the high ability group to discuss why apologies are important.

Activity 3 (5 minutes)

Match the expressions to the suitable situations of respect.

The correct answer:

- a - 3
- b - 4
- c - 1
- d - 2

Focus on how each picture shows respect.

3



Match the expressions to the pictures.

- 1. Respecting other people's needs
- 2. Speaking honestly when necessary
- 3. Being helpful
- 4. Accepting different interests



a: -----

b: -----



c: -----

d: -----



4 Our class rules

Work in groups. Brainstorm a set of class rules. Make sure you include rules related to the concept of respect.



5 In your environment, whom and what do you respect?

Think of one person, one animal and one thing. Draw them in the boxes below in situations where they are being shown respect.

--	--	--

Activity 4 (15 minutes)

Conclusion

Invite the students to brainstorm some rules for respect in the classroom. Examples may include:

- Keep the classroom clean
- Listen when others speak
- Use polite language such as 'Excuse me', 'Please' and 'Thank you'.

Collect the suggestions and work together to make a Class Charter. Students promise to respect the laws of their charter.

Activity 5 (10 minutes)

Drawing activity

This activity is optional. (10 minutes)

Invite students to draw something or someone they respect. This may include family, home, friends, teachers, items at home and in the classroom. Afterwards, students explain and justify their drawing selections.

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

Respect can be defined as:

- Listening to others without interruption, and Accepting their point of view
- Considering the feelings of others.
- Being patient and tolerant
- Honesty
- Apologising when necessary.

Respect starts within the family and continues at school, in the community and in greater society. Respect makes us feel satisfied with ourselves and others.

Lesson 3

How Would You Like to be Treated?

Should we treat others in the way we would like them to treat us? How can we gain a better understanding of other people's feelings?

15

Lesson Objectives

- To understand the expression 'Treat others as you would like to be treated'
- To understand the expression 'Do not treat others in ways you would not like to be treated'
- Identify actions and behaviours we like and dislike

Required Materials

Cards with different emotions written on them
Student Book

Learning Outcomes

- Understand that we must treat others the way we wish to be treated
- Identify strategies to help understand the feelings of others.

Vocabulary

cooperative	treating others as they treat us
friendly	good listener
bad treatment	good treatment
decent behaviour	



1 Do I understand other people's feelings?

You are going to play a game using 'emotion cards'.

- The teacher puts the emotion cards in a bowl.
- Pick a card.
- Mime the word on the card.
- The other students try to guess the emotion you are miming. They can ask questions to help them guess: 'When would you feel this emotion ...?'

Treating others as they treat us	Exchanging things with others in a fair way; giving and taking evenly
Cooperative	Helpful; works with others
Good listener	Someone who listens attentively
Friendly	Loving
Good treatment	Treatment that makes someone feel satisfied and happy
Bad treatment	Treatment that makes someone feel dissatisfied and sad
Decent behaviour	Good and polite behaviour

Activity 1 (10 minutes)

Understanding the feelings of others

(10 minutes)

Write different feelings (such as happy, sad, afraid, surprised, worried, lonely, angry, confused) on cards. Put the cards in a bowl.

Students take it in turns to pick a card from the bowl. Each student looks at a card. They perform the word on the card using only their faces and bodies. The rest of the class should guess the feeling.

Allow as many students as possible to participate.

Encourage students to give reasons for why they feel a certain feeling. What makes you feel sad? What makes you happy? Angry? Confused? Encourage students to express their feelings about the different types of treatment they receive from others.

At the end, guide students to notice:
I understand others when I put myself in their shoes and feel what they feel.

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

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

2

At Rashid's

One day, Farmer Salem took his daughter Nour to visit his brother. Salem and his brother drank coffee in the living room. Nour and her cousin Rashid went into the garden to play. Nour saw two bicycles, a big blue one and a little red one, in the corner of the garden. After she asked Rashid for permission, Nour rode the big blue bicycle, and Rashid rode the little red one. They cycled around the garden. Then, Majid, Rashid's younger brother, came along and said, 'Get off! Get off my bicycle, now!' Then, Majid grabbed hold of his brother's clothes and said, 'Who gave you permission to ride my bicycle?'

Rashid got off the bike and tried to push his brother. Majid was crying and shouting. At that moment, their mother came out with some glasses of juice on a tray. She put the tray down on the table. Then she said to her two children, 'Let's think! How do we all like to be treated by other people?' She looked at Majid and said, 'You, Majid. Don't you like to play with your brother's ball sometimes? What if he wouldn't let you have it?' Then she turned to Rashid, saying, 'What about you,

Rashid? Do you like when your brother pushes you and you fall over?’

The two boys felt ashamed. Then they smiled at each other.

Their mother laughed and said, ‘Now I’m happy!’ It’s so nice when we’re all living together so peacefully, and happily.’



Questions for Discussion

- Nour asked Rashid’s permission before riding his bicycle. Was she right to do this?
- How did Majid feel when he saw his brother riding his bicycle? If the bicycle was yours, would you have acted in the same way?
- What could Rashid have done to stop the fight with his brother?



Let’s think about and try to explain this statement: ‘Always treat other people in the same way that you would like to be treated.’

18

Questions for Discussion (5 minutes)

Pose the questions. Give students time to consider and share their answers. Give different students opportunities to participate.

Focus on why the two brothers fought.

Explain the word treatment. Our treatment of others is the way we talk and act towards them.

Emphasise how the brothers treated each other.

Ask: How would you feel if someone treated you like that?

Make students aware that the expression ‘Treat others the same way you would like to be treated’ is different to ‘Treating others as they treat you’. Ask: What happens if someone treats you badly? What happens if you treat them the same way? Is this what we mean by ‘Treat others the same way you would like to be treated’? Why not?

Let’s think (5 minutes)

Ask students to think about the statement **‘Treat others the same way you would like to be treated.’**

Ask them to explain in their own words what it means. Ask: How do you like to be treated? How should you treat others?

Guide them to see the importance of treating others as they wish to be treated themselves.

Activity 3 (10 minutes)

Understanding the feelings of others

Read out the different situations. Explain to the students that they need to fill in the table. First they should imagine the feelings of the person, and then suggest what they would do to help.

The situation	Other person's feelings	How I would act in this situation
My classmate left his pen at home	Embarrassment	I gave him my pen
My classmate fell in the playground	Pain	I took her to the nurse
The first day of school, my classmate missed his mother	Loneliness	I hugged him
My sister broke her toy	Anger	I shared my own toy with her

Differentiated Learning

If differentiating, divide the class into two groups. The low ability group can focus on the appropriate action required for each situation. The high ability group should focus on the appropriate action and justify their choices with reasons.

Encourage students to recognise how others are feeling. Promote the message 'We should treat others the way we want them to treat us.'



3 How well do you understand the feelings of other people? What would you do in the situations below?

The situation	The other person's feelings	What I would do in this situation
My classmate left his pen at home		
My classmate fell over in the playground		
On the first day of school, my classmate missed his mother		
My sister broke her toy		



4 Agreement between my friend and me.

Tell your classmate what you would and wouldn't like to hear them say.

I like it when you tell me

I don't like it when you tell me

Activity 4 (10 minutes)

Dialogue and role play (10 minutes)

Students work in pairs. They describe to each other what they like and don't like hearing others say about them.

Encourage the students to express themselves clearly.

Direct them to make an agreement about how they will treat each other in future. Emphasise the following messages:

It is important to consider the feelings of others. When others treat us well, we feel satisfied and happy.



5 Work in groups. Choose one of the two situations below. Remember the statement 'Always treat others as you would like them to treat you.' Now, use role play to show the rest of the class how your group would act in this situation.



Kushbo shouted at a classmate during a class discussion.



Nazih refused to play football with his classmate, Sam. He said mean things to Sam.

Activity 5 (10 minutes)

Students choose one of three scenarios. They create and role play an appropriate conclusion to the scenario.

Allow students sufficient time to practise their role plays before performing them to the class. They may act out the scenes themselves or use puppets.

Constantly remind students of the saying 'Treat others the same way you would like to be treated.'

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

- I have learned to treat others as I would like to be treated.
- I have learned to consider the feelings of others.
- I have learned that I can get a better understanding of how others feel if I put myself in their shoes and communicate well.

Lesson 4

Helping Others Feel Good

In this lesson, I will learn how I can
help others feel good.

21

Lesson Objectives

- Building awareness and an understanding of the positive and negative feelings of the people around us
- Recognising and applying verbal and non-verbal communication
- Attain the skills to show compassion and offer help

Required Materials

- Student Book
- Cards showing pictures conveying different feelings
- A set of envelopes containing statements (see Activity 4)

Learning outcomes

- Use key vocabulary to express feelings

Vocabulary

- angry
- scared
- shy
- sad
- excited
- bored
- happy
- confused
- compassionate
- helpful



1 Identifying feelings

Look at the faces of the people below. How do you think each person feels?
Discuss with your classmates why you think the people feel that way.



Angry	Annoyed and upset; on edge
Sad	Unhappy; in low spirits
Happy	Joyful; glad; satisfied
Scared	Afraid
Excited	Fidgety; feeling a strong desire to do something
Confused	Troubled or puzzled; unsure about something
Shy	Feeling bashful; timid
Bored	Uninterested; experiencing dullness
Compassionate	Tender; gracious; has a spirit of solidarity
Helpful	Cooperative ; does things for other people

Activity 1 (5 minutes)

Discover the feelings

Before the lesson, prepare cards with pictures showing different feelings. You can copy the pictures from the Student Book, or draw your own.

Divide the students into mixed ability groups. Distribute the cards.

Explain that each picture shows people expressing their feelings through body language. Body language includes signals such as facial expression, posture, gestures and reactions.

Each group identifies the feeling expressed by the pictures. They explain to their classmates how they formed their opinions. The class may vote to decide which opinions are the most valid.

Lead the class to see that other people's body language shows us how they are feeling.

2

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

Read the story of 'Every Problem Has a Solution' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

Every Problem Has a Solution

One day, when Nour came home from school, she looked angry, worried and sad. Her father, Farmer Salem, asked her, 'What's the problem? Why do you look so sad, my dear?'

'I was playing a game with my friends. I lost the game, and I got very angry. I asked them to start again but they said no. Then, they left me by myself and started playing without me.'

'I think your classmates went away because you were a bad loser. What if you won and they lost? Would you be happy to start again?'

Nour looked down and said, 'I feel angry. No one pays any attention to me.'

Even the farm animals turn away when I walk up to them.'

Salem said, 'The farm animals turn away from you because you don't take care of them. Everyone needs



someone else's attention!

'Listen to me, Nour!' he said. 'I have an idea. Let's invite your friends to a fun day on the farm?'

Nour said, 'Great idea! But what if they don't want to come?' 'Let's try!' said Salem.

Nour was really surprised when her friends came. They were kind to her and to the farm animals. It was a great day!

The children played hide-and-seek together all over the farm. Later, Nour's mother called them to come in for some biscuits and a lovely glass of Jallab. Nour felt very happy and said, 'For every problem there's a solution, and a simple act can go a long way.'



Questions for Discussion

- How should we act if we lose a game?
- In the story, which situation makes you think about the statement, 'Put yourself in my shoes'?
- What does Salem mean by the statement, 'Everyone needs someone else's attention'?
- How did the negative feelings between the group of friends turn into positive ones?
- What should Nour have done if her friends had said no to her invitation to the farm?



Let's think about this statement:
'For every problem there's a solution, and a simple act can go a long way'. Talk to your classmates about what it means.

24

Questions for Discussion (5 minutes)

Ask the prescribed questions. Allow students time to consider their answers before sharing. Give a range of students the opportunity to answer.

Ask: If I were in the other person's shoes, how would I feel? How would I act in this situation?

Through the discussion, lead the students to see the importance of putting themselves in other people's shoes. This skill will help them to behave appropriately with others.

Stress the importance of paying equal attention to everyone. Everyone needs to feel that they are being listened to and heard.

Let's Think (5 minutes)

Read the statement aloud. Independently, students should consider what the statement means to them.

Divide the students into mixed ability groups. Each group is required to discuss the meaning of the statement and link it back to the story.

Afterwards, guide students to conclude that there is always a way to solve a problem. Sometimes a simple act can turn negative feelings into positive ones.

Activity 3 (10 minutes)**Drawing activity**

Read out the instructions.

Each student draws two pictures in their book, one reflecting a sad situation and the other reflecting a happy situation.

Once the drawings are complete, students can form groups to discuss their pictures. Encourage them to use the following statements:

- I feel happy when...
- I feel sad when...

This activity gives students an opportunity to express their feelings using words.

**3**

Think of two things that have happened to you, one that made you happy and one that made you sad. Draw a picture of yourself in each situation in the boxes below. Then talk about your feelings with your classmates.

happy

sad



4 Role play in pairs



Scared and
Worried



In Pain and
Bored



Angry and Shy



Left Out and
Sad

Student A: Choose an envelope. Read the words on the piece of paper that's inside the envelope. Act out the words.

Student B: Put yourself in your partner's shoes. Do you understand what your partner is feeling? How can you help them to feel better?



5 Discuss with a partner

Talk to your partner about a time when you felt a particular way. Tell your partner how you felt then and what you wanted to happen.

Activity 4 (15 minutes)

Role play.

- The teacher divides the students into pairs of one beginner and one advanced student, if possible.
- The teacher asks one student from each pair to choose an envelope containing one of the following statements: Fear and Worry, Pain and Boredom, Anger and Embarrassment, Exclusion and Sadness.

Differentiated Learning

- **Beginners:** They read the statement and act out the feelings in front of their pair.
- **Advanced Students:** They put themselves in the other person's shoes and help them feel better.

Students conclude the importance of compassion, making others feel better and talking to them in a positive way. The teacher also links this to what students have learnt in the previous lesson: 'Treat other people the same way you would like to be treated'.

Activity 5 (5 minutes)

Discussion activity

Students work in pairs. Each student discusses with their partner a situation that made them feel a particular way. Ask students to concentrate on what they wished had happened at the time. Help students to express their feelings.

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

- I have learned that I can understand more about how others are feeling from their body language.
- I have learned that I can be compassionate and help others feel better when they are feeling bad.
- I have learned that positive statements are a good way to make others feel better.

Lesson 5

Put Yourself in My Shoes

In this lesson, I will learn how to
be understanding and how to show
compassion to others.

27

Lesson Objectives

- Become familiar with the concept of compassion
- To understand the importance of being able to put ourselves in another person's shoes
- To show gratitude for compassion
- Learn how to show compassion daily through actions and words

Required Materials

- Image
- Display screen (if possible)
- Student Book
- Coloured cards and crayons
- Pens

Learning Outcomes:

- Understand the importance of treating others the way they wish to be treated themselves
- Identify ways to better understand others

Vocabulary

understanding

compassionate

appreciative

loving

caring



- 1 Look at the pictures of this man below. How do you think he feels? What would you say to him if you met him?



Unit 1 Lesson 5 | 28

Understanding

Accepting and believing what other people say or think

Compassionate

Tender; gracious; has a spirit of solidarity

Appreciative

Aware of the value of people and things

Loving

Friendly; showing love and care

Caring

Looking after people and things

Activity 1 (5 minutes)

Imagining being in my mother's shoes

Pose the questions: What is compassion? How do we show it? Why do we show compassion to others?

Show the students the pictures of the mother. Enlarge and display on a screen if possible.

Ask the students to imagine how the mother feels doing these activities. How does she feel early in the morning? How does she feel after completing all these tasks? Would you find it easy to do these things while holding a small child?

Encourage the students to suggest possible feelings (loving, energetic, rushed, tired, exhausted, pressured) the mother might be experiencing. Have the students express their feelings of appreciation using compassion rather than pity.

Compassion is imagining oneself in the other person's shoes, understanding how they may feel. It is different from pity.

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

Read the story of 'Our New Neighbour, Bruno twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

2

Our New Neighbour Bruno

A boy stood outside the farm fence. He was pointing to the animals with a smile on his face and speaking in a different language.

'Hi there! Who are you?' Nour asked the boy. He stopped smiling and started to look worried. 'Would you like to play with me? Come into the farm,' she added. Scared and upset, the boy ran away.

Nour asked her neighbours' children, 'Do you know who the new boy is?'

'He's our new neighbour Bruno. He came with his family from Brazil. He stays by himself all the time and doesn't talk or play with anyone. We often notice him standing by the farm fence. We don't know why he just stands there.'

Nour thought it was strange and told her father, Salem, all about it.

'Yes, he is Brazilian and doesn't speak our language. That is why he's always alone. Why don't you invite him over to play?'

Salem said.

'I did, but he didn't say anything and just ran away,' Nour said.

'Try inviting him again. Next time you see him, offer him a piece of halwa. Bruno's from a country far away and doesn't know anyone here. He must be feeling homesick.

'How do you know this, Dad?' Nour started thinking...



Questions for Discussion

- Why do you think Bruno often stood outside the farm fence? Why did he run away when Nour tried to talk to him?
- Imagine being in a new country where you don't know anyone. How would you feel? And how would you like others to treat you?
- Compare your feelings in that situation to Bruno's in the story.



Let's think about and discuss
Nour's question: 'How do you know this, Dad?'

30

Questions for Discussion (5 minutes)

Read the questions aloud. Allow the students time to consider and share their answers. Give a variety of students an opportunity to respond.

As the teacher is reading have the students consider these questions: What do we know about Bimo? How do you think Bruno felt about the animals? What was he feeling when he talked to the animals?

How does Bruno react to Nour? How do you think he feels?

Highlight that Bruno could talk to the animals in his own language, but as he can't speak Arabic he is not able to understand Nour.

Have students imagine how they might feel being in a different country where they do not speak the language.

Let's think (5 minutes)

Ask students to reflect upon Nour's question, "How do you know this, dad?"

How do the students think Nour's father knows how Bruno is feeling? Guide students to see that the father is imagining himself in Bruno's shoes.

Outline the ways we can show compassion through actions and behaviour. Nour's father encourages her to act compassionately: to offer Bruno some halva, to be patient with him, and to invite him over to play again.

Activity 3 (15 minutes)

Students work in groups.

Think about the pictures and explain (5 minutes)

Invite students to think about the pictures individually. Then divide the students into groups. Each group talks about the situation in one of the pictures. They suggest ways to act compassionately to help that person/animal/environment.

Act out the scenes (10 minutes)

Each group chooses one of the pictures as the topic of a role play. Someone from the group acts out the situation and shows how to be compassionate.

Point out that there are many situations that require compassion. When someone is in trouble or in danger, there are people that place their own lives at risk to help. Ask: When do you need help? When did someone treat you with compassion at home? At school? Have you ever helped an animal? and so on.

Stress that we may encounter situations that require compassion at any time or place. Humans, animals or the environment may all require compassionate actions.



3 Look at the photos. With your partner, discuss what you see. Then explain how you could show empathy with those you see in the photos.





4 Show sympathy and talking about feelings.

- Tell your partner about an upsetting incident that happened to you. Your partner puts himself in your shoes and shows sympathy. Then reverse roles. Be prepared to talk about your feelings in both roles.
- Each of you should express your feelings: when you show sympathy to your partner and when your partner shows sympathy to you.



5 Make a sympathy card.

- Think of a situation where someone has a problem and is in need of sympathy. This could be at home, at school or in the neighbourhood. How would you show sympathy to this person?
- On coloured card, make a drawing illustrating the situation. Show clearly how you are sympathising.
- Show your card to the class. Explain the importance of expressing your feelings to people who need sympathy. Also explain how you feel when they respond to you.

Activity 4 (10 minutes)

Take turns listening and sharing

Students work in pairs.

In each pair, Student A tells Student B about an upsetting incident. Student B must imagine themselves in their partner's shoes and show compassion for their feelings. Encourage the students to express their feelings freely and that their partners listen respectfully.

Before completing the activity undertake a learning check to make sure the class has understood that compassion means imagining how another person feels, and responding in a caring way. Emphasise that giving compassion while helping others can also bring a sense of satisfaction. Receiving compassion brings support and comfort.

Additional Activity 5

This activity is optional.

Make a compassion card

Students choose coloured cards, and decorate them with drawings expressing messages of compassion.

Explain that students may make their cards for someone at home, at school or in any other environment. They draw a picture of the situation on the card, and write a message of compassion.

In the next lesson, you will display the cards and discuss them. Encourage students to share their cards with the class and talk about their feelings.

This activity is designed to elicit compassion through words and actions. Act as a facilitator so that students comprehend the following points:

We may encounter situations that require compassion at any time or place.

Humans, animals or the environment may all require compassionate actions.

As a human being, it is my duty to be compassionate, both in my own country and in the rest of the world.

It is important to build a compassionate society, both locally and internationally.

Review the key concepts explored in the lesson and encourage students to reflect on what they have learned. They have learned many aspects of compassion:

- I learned that being compassionate means imagining myself in someone else's shoes and feeling what they feel.
- I learned that we can encounter situations that require compassion anytime and anywhere. These situations may be related to humans, animals or the environment.
- I learned that it is my duty as a human being to be compassionate in all situations, both in my own country and around the world.
- I learned that acting compassionately brings a sense of satisfaction and receiving compassion brings comfort.

Theme 1: Character and Morals

Unit 2:

(IC3) Self-identity and working with others

Unit Objective

This unit introduces students to their school, how they can fit in and the school's expectations. In addition, students will learn how their behaviour affects others. They will also discover the importance of working as part of a group. Throughout the unit, students are asked about their identity at school and whether it differs from their identity at home or with the identity of others outside school. The students will learn how the school works and how they should deal with things and other students, in addition to how they can learn both individually and as part of a group.

This unit is linked to what students learned in Grade One, where they looked at themselves and their relationships with family members and friends (in units IC1 and IC2). They were also introduced to some related concepts, such as fairness, honesty, attention, love, and friendliness in units CM1, CM2 and CM3. As students progress through the educational stages, they will learn in detail about such topics (in units IC9 and CM9).

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

Self-identity and Working with Others

Lesson 1	Good Morning School!
Lesson 2	At School with My Friends
Lesson 3	How Can We Work Together?
Lesson 4	Our New Team
Lesson 5	How Can I Help?



How can I fit in and at the same time keep my identity?

33

The Central Question

This is the question that all lessons revolve around and students should think about throughout the unit learning process. Throughout this process, students will have to understand the target concept in this question.



Exploratory Questions:

How am I different at home and in school?

What do I know about group work?
How can I help ensure the success of group work?

Should I fit in with others during group work?

When should I offer help, and how?

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

IC3 - Self-Identity and working with others

1. Behave at school in a way that ensures they learn effectively, while being aware of their responsibilities, duties and how to adapt their behaviour to different situations (at school, home etc.)
2. Realise the impact of one person's behaviour on others, have a sense of responsibility when interacting with others and role-playing
3. Work confidently in teams, apply communicative skills and solving problems to achieve objectives, while avoiding the behaviours that hamper the success of group work
4. Appropriately provide support to colleagues through simple and various dialogues, while showing respect to opinions and compassion for feelings

Lesson 1

Good Morning, School!

How I behave at school? How I behave at home?

35

Lesson Objective

This lesson teaches students about the school's environment, the role played by everyone in that environment, and how to deal with administrative staff, educational staff, friends and colleagues. This session lays the groundwork for subsequent sessions by determining students' level of understanding about their school, previous experiences and willingness to learn what school means. It also establishes how students integrate into the school environment and how comfortable they feel being part of a team.

Required Materials

- Cardboard (Bristol board)
- Cards
- White sheets
- Envelopes
- Statements
- The book
- Blue and green-coloured cards for the statements about respect and rules
- Glue
- A sheet to glue the cards on
- Pens

Learning Outcomes:

Behave at school in a way that ensures that students learn effectively, while realising their responsibilities, duties and how they should adapt their behaviour to different situations (at school, home etc.)

Vocabulary

system

respect

pride

appreciation



1 My School

- The class will be divided into two groups: Group A and Group B.
- Group A: Draw pictures of teachers you know.
- Group B: Draw pictures of the different parts/rooms of your school that you know.



Unit 2 Lesson 1

36

Introductory Activity 1 (10 Minutes)

What do I know about my school?

The teacher asks each student to join either Group A or Group B.

- Each student in Group A draws a picture of a member of the school staff on a piece of paper.
- Each student in Group B draws a picture of one of the school's departments on a piece of paper.

It is important that each student draws a different person or department than others.

Each group then presents its work to the other group.

The teacher hangs both sheets of paper on the classroom board.

Note: New drawings can be added to both sheets throughout this unit whenever students are introduced to new people or new departments.

During this activity, students are asked to reflect on the school's staff and departments.

System	Aware of the value of people and things
Respect	Considering and appreciating other people's feelings
Pride	Taking pleasure from or valuing achievements, qualities or virtues
Appreciative	Aware of the value of people and things

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

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

a. Questions for Discussion (5 Minutes)

The teacher runs a discussion session in which all students participate.

The teacher encourages students to honestly and confidently express their opinions, which are respected whatever they are.

Suggested answers:

- The statement on the list that I think it most important is...
- The way to make our parents proud of us is...
- Some of the most important people in the school are:

*Principal - the principal manages the implementation of the school's educational plan that was set at the beginning of the year, and also engages with parents and teachers...

* Teachers - teachers teach the students, providing knowledge, guiding students' work in the classroom, and applying methods of assessment and support to help students; ultimately, teachers develop students' knowledge and skills, and enhance their value...

* Maintenance workers - maintenance staff keep the school clean, maintain and repair the buildings and equipment, and look after the school's security...

Our School is Special

2

Our teacher divided the class into groups. He said, 'In your groups you will work together to write possible answers to the question "What makes our school special?" We're doing this because we've got some visitors coming to the school today. And I want you to tell them all about our school.'

The students began to collect their ideas. Our school is special for these reasons:

- It's the place where we learn.
- It teaches us why it is important to respect others and how to do this.
- We talk about issues.
- We learn to listen politely and express ourselves properly.
- We learn to work with our classmates.
- We do teamwork. This makes the work easier and helps us achieve excellent results.
- We make new friends and learn about good behaviours.

Hamed stood up and said, 'Haven't we forgotten something important? The people who work at this school: the headteacher, the teachers and the rest of the staff. They all play an important role in the

success of the school.’

Our teacher walked around the class and said, ‘Well done. You’ve come up with some great ideas! Let’s put them on a poster and hang it on the school gates. Then the visitors can read your ideas when they come into the school.’



Questions for Discussion

- Which idea on the list do you think is the most important? Why?
- How can we make our parents proud of us?
- Who are some of the important people in a school? Why are they important? What do they do?



Let's think together about the statement, 'Our school teaches us to respect others and follow the rules.'

38

Through these questions, the teacher focuses on the role of education and learning in students' lives. There is also emphasis on building communities that are open to and accepting of others. In addition, students are encouraged to consider the importance of working well as part of an educational team, and also to appreciate the contribution of every worker at the school to the success of the education process.

b. Let's think of the following statement: "Our school teaches us to respect others and follow rules." (5 Minutes) (Group work)

- The teacher divides the students into two heterogeneous groups, each of which includes individuals who are good at writing.
- Members of the first group write on cards some examples of showing respect to others.
- Members of the second group write on cards some examples of following rules.
- Both groups share their ideas.
- The teacher should draw students' attention to the fact that following rules is part of respecting others (students may have already noticed that some of one group's examples match some of the other group's examples; if not, the teacher should point this out).
- Cards are pinned in order on the cardboard under the title 'Following rules is part of respecting others' and hung on the wall board.

Through this activity, the teacher promotes the concept of respecting both rules and other people. Students are taught that being respectful of rules and towards others is important to the success of the educational process.

Activity 3 (5 Minutes)

Look at the lists below. In each list, one word does not belong. Circle that word.

The word to be removed is:

- a. Seller
- b. Soldier
- c. Attorney
- d. Baker

Through this activity, students discover more about the educational staff members who contribute to the school's success.

Activity 4 (5 Minutes)

Which of the activities below do you do only at school? Which do you do only at home? And which do you do at school and at home? Write. Then explain to the class.

- The teacher divides students into groups, then explains what is required and reads the statements.
- At home: I sleep and rest - I watch TV - I have fun with my relatives - I bathe
- At School: I play football - I learn - I talk to my classmates - I do group work - I go on educational trips
- At both home and at school: I receive instructions - I follow instructions - I receive care and attention

This activity strengthens the fundamentals of working well as a group.



3

Look at the lists below. In each list, one word does not belong. Circle that word.

- a. headteacher, assistant headteacher, teacher, salesman
- b. nurse, teacher, student, soldier
- c. supervisor, manager, student
- d. librarian, baker, instructor



4

Write which of the activities below do you do only at school? Which do you do only at home? Which do you do at school and at home?

sleeping and resting, getting instructions, following directions, watching television, having fun with relatives, playing football, receiving care and attention, enjoying learning, talking to classmates, taking part in group work, showering, going on educational trips.

At home:

.....

.....

.....





At school:

.....



At home and at school:

.....



5 Work in pairs. What are your school rules? Which ones do you follow?

My school rules:

.....

The rules I follow:

.....

Activity 5 (Pair work) (10 Minutes)

Work in pairs. What are your school rules? Which ones do you obey?

- Students work in pairs.
- Each student tells his or her partner of a rule that he or she already follows in the school, and then pledges to follow a new rule.

Differentiated Learning:

Beginners: It is enough that the student orally shares ideas with his or her partner.

Advanced Students: The student writes the rule and the pledge in the book.

This activity aims to strengthen understanding of the need to respect and comply with rules and laws in order to facilitate the learning process.

Students are asked to reflect on the outcomes of this lesson, and the teacher confirms the acquired concepts: (5 minutes)

- The role and importance of the school in students' lives, and the how the school contributes to success in students' lives.
- Appreciation of the teaching staff and the role of the school in the success of students, as well as in building their future on firm foundations.
- The role of education and learning in students' lives and in building communities that are open and tolerant, as well as fostering the ability to work well as part of a team.
- The need to adhere to certain values, such as having respect for others and following rules, in order for the educational process to be a success.
- The ability of students to distinguish between their self-identity and their identity at school, and to understand that, while everyone has self-identity, everyone's behaviour must be adapted to different places and environments, which means respecting the place and adhering to its rules, which forms our cultural identity.

Lesson 2

At School with My Friends

How do I behave at school?

41

Lesson Objective

This lesson aims to teach students about the appropriateness of different behaviours at school or elsewhere, such as at home or in a playground with friends, and how to determine whether behaviours in each of these places are acceptable or unacceptable.

Required Materials

- The book
- Small cards
- Crayons (red and yellow)
- Interactive board
- Glue
- Blank papers
- Pens
- The wall board

Learning Outcomes:

Behave at school in a way ensures students learn effectively, while recognising their responsibilities, duties and how they should adapt their behaviour to different situations (at school, home etc.).

Vocabulary

behaviour

personal freedom

readiness

ignorance



1 Who am I?

- Pick a card.
- The class will ask you questions to try to identify your character.
- You can only answer 'yes' or 'no'.



Unit 2 Lesson 2 | 42

Behaviour

The way people act; a person's conduct and morals

Personal Freedom

Being able to act, behave and think with your own free will

Readiness

Being prepared and ready to do something

Ignorance

Lack of knowledge or understanding

Introductory Activity 1 (15 Minutes)

Who am I?

- The teacher prepares paper cards and writes the following words on them:
Headmaster - Teacher - Supervisor - Student - Classroom - Playground
- The teacher asks one student to pick a card.
- The other students will ask that student questions to try to figure out who's the person or what the thing is on the card. Every question must begin with "Is".
- The first student may only answer with yes or no.
- Whichever student guesses correctly chooses a card next.
- The activity is repeated until all six cards have been used.

This activity serves as a basis to further explore all the concepts and vocabulary learned by the student about the educational system and the roles of each individual in it. The teacher thoroughly explains to students the foundations of school community, such as cooperation (group work), rules and respect.

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

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

a. Questions for Discussion (5 Minutes)

The teacher facilitates a discussion in which all students participate.

- If Adam was in my class, I would advise him to follow the rules and respect classroom laws.
- No, he even deprived his colleagues of their right to learn and play by upsetting them with his actions during lessons.
- Adam's behaviour was chaotic and ignorant - he didn't know the difference between personal freedom and respect for rules.
- I expect that the theme of the story was the importance of respecting rules.

- b.** Let's think about what Adam meant when he said, 'But why do I always have to respect the rules? What about my personal freedom?' (5 Minutes)

Expected Answer: In my opinion, personal freedom means that I do what I want but within the limits of law, so I neither hurt others nor infringe their rights. Respecting rules contributes to the preservation and maintenance of the rights of others.

2

A New Student Joins the Class

A new student started at our school today. His name is Adam. Adam wasn't very organised. When the class began he was still looking for his books and pencils. When he finally started paying attention to the class, he kept interrupting the teacher and speaking when it wasn't his turn.

The other students in the class told him that he had to ask permission to speak, but he didn't listen to them.

During the sports lesson, when the boys were playing football, Adam pushed them out of the way. He wanted to win, but he didn't want to follow the rules.

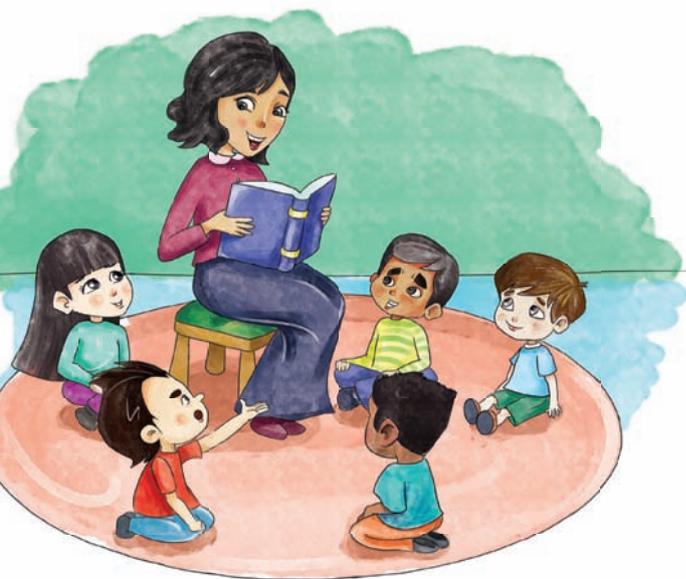
Then, when it was time to stand in line, Adam pushed to the front, ahead of everyone else. The teacher said, 'I'm sorry, but you can't push in front like that. We've got rules here and we all have to respect them.' Adam was surprised. 'Why are you all trying to stop me? I can do whatever I want,' he said.

The teacher said, 'Yes, you do have the right to have your say, but the rights of others have to be respected as well. And that means following the rules.'

Adam said, 'But why do I always have to respect the rules? What about my personal freedom?'

Then it was time for reading class. The teacher told everyone to sit on the floor in a circle in front of her. She was going to tell a story. Adam rushed to the front, right next to the teacher. He said, 'Great! I really

love listening to stories.' The teacher looked at him and said, 'Hmm ... now I think I know which story to tell.'



Questions for Discussion

- If Adam was in your class, what advice would you give him?
- Was Adam really expressing his rights through his actions?
- Would you describe Adam's behaviour as chaotic, ignorant, silly or free?
- What do you think the subject of the teacher's story is going to be?



Let's think about what Adam meant when he said, 'But why do I always have to respect the rules? What about my personal freedom?'

Activity 3 (15 Minutes)

Distinguishing between personal freedom and respecting rules

• Working in groups, classify the following situations as reflecting personal freedom or disrespecting rules. Then, write two of your own examples for each category and come up with a conclusion.

Differentiated Learning:

Beginners: It will be enough to classify the situations.

Advanced Students: Give new examples.

Personal Freedom

wearing what I want
- choosing my own friends - expressing my concerns politely

Disrespecting Rules

interrupting others
- annoying people I don't want to play with
- talking loudly when others are working

I conclude that personal freedom means that I can fulfil my desires while respecting rules, complying with laws and respecting the rights of others.

Through this activity, the teacher focuses on promoting the following concepts:

- Respect means following rules
- Respect means being thoughtful and patient, following the positive examples of colleagues, and following guidelines and instruction
- Rules are created so as to make things better for everyone and save time



3 Distinguishing between personal freedom and respecting rules

Work in groups. Read the actions listed below. Which ones represent accepted personal freedom? And which ones show disrespect for the rules? Think of two more examples of each category. Add them to the list. Conclude by writing a sentence about the difference between personal freedom and respecting the rules.

wearing what I want, speaking without permission, interrupting others, choosing my own friends, annoying people I don't want to play with, expressing my concerns politely, talking loudly when others are working.

Personal Freedom

Breaking Rules

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I conclude: _____

- 4** Draw a red circle around the behaviours that you think contribute to learning and a yellow circle around the behaviours that prevent learning.
- having rules, listening, cooperating, not lining up properly, concentrating, being prepared, having fun, showing respect, making noise, racing in the corridor.

5 Work in groups.

- Think of a classroom behaviour that could be improved.
- Think how it could be improved.
- Persuade other groups to improve the behaviour.

Unit 2 Lesson 2 | 46

Activity 5 (15 Minutes)

Together for the Better.

- The teacher divides the students into groups of 4 (giving numbers to group members from 1 to 4).
- The teacher explains what is needed:
 - Members of each group must agree on a particular behaviour they wish to improve.
 - They share a plan to do this.
 - They agree to nominate one of their group to pursue the idea and motivate the others to put it into practice.
- The teacher re-forms the groups according to the numbers:
 - A group of those with the number 1 / A group of those with the number 2 / A group of those with the number 3 / A group of those with the number 4.
- Group 1 members discuss the behaviour they want to improve and reach an agreement on one behaviour.
- They discuss the solutions and agree on one solution. They then choose one member to conduct the implementation process. Groups 2, 3 and 4 do the same.
- Students will end up with 4 behaviours to change.

This activity helps students to effectively contribute to the modernization of classroom rules, focuses on the importance of group work, and helps students to distinguish between the household behaviours with occasionally flexible rules and the strict rules applied within the school.

Through this activity, students discover new situations that express self-identity and behaviours that correspond to different places with the need to focus on respecting school rules.

Activity 4 (5 Minutes)

Draw a red circle around the behaviours that you think contribute to learning and a yellow circle around the behaviours that prevent learning.

- The teacher asks students to draw a red circle around the words or statements that indicate behaviour that helps students to learn, and a yellow circle around those that do not help or obstruct learning.

Words in red	Words in yellow
Having rules, listening, cooperating, concentrating, being prepared, showing respect	not lining up properly, having fun, making noise, racing in the corridor

Members of each group participate in reading the statements and discovering the situations they represent.

This activity stimulates students to acquire acceptable behaviours in school and to discard unacceptable behaviours.

The teacher focuses on the fact that acceptable behaviours contribute to effective learning and rules should be respected and followed.

Lesson 3

How Can We Work Together?

What does the word 'team' mean?

47

Lesson Objective

This lesson aims at understanding the meaning of group work, as well as comparing and contrasting individual work and teamwork..

Required Materials

- Wallpapers on which the puzzles are written
- Cards of white or coloured cardboard
- Wall sticker
- The book
- Paper to formulate the questions
- A microphone (if available)
- A camera
- A computer
- An interactive board

Learning Outcomes:

- Realise the impact of behaviour on classmates, have a sense of responsibility when interacting with them and playing roles.

Vocabulary

commitment

responsibility

cooperation

team

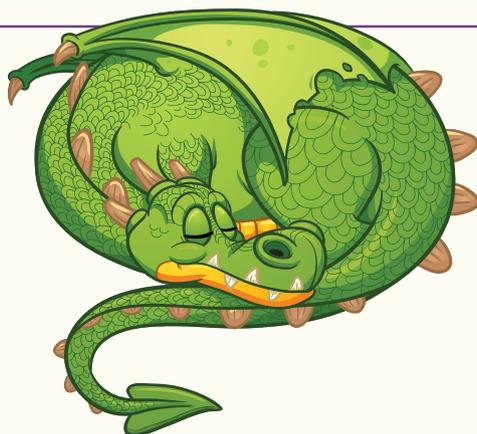
tasks

productivity



1 Don't Wake the Dragon

In the village where you live, there is a nasty dragon. There is only one way to save the village and the people in it. You must stand in a straight line in order of height, from the shortest to the tallest. You are not allowed to speak because if you do the dragon will wake up. When you are all standing in line, everyone shouts, 'BOO' at the same time. This will scare the dragon away.



Unit 2 Lesson 3

48

Commitment

Working hard to perform the required tasks and necessary duties within the specified time frame

Responsibility

Doing a task because you gave a commitment to do it or because you should do it; accepting the consequences of your actions

Cooperation

Help; participation; working together

Team

A group of individuals who work together to achieve a common goal

Tasks

Work or jobs that need to be done

Productivity

Achieving or gaining a lot from working hard and effectively

Introductory Activity 1 (10 minutes)

(Group work)

Game: "Don't Wake the Dragon"

The teacher asks the students to consider the situation and imagine that they are in a similar position, and then do what they are asked to do. The teacher reads the situation to them, instructs them to act it out and observes them.

It may be helpful for the teacher to take notes about what happens for later use.

- What strategies are used by the students?
- Does any student hinder the others?
- How do they cooperate?
- What is the effect of not speaking during the activity?

- Did some students not join the group?

Additionally, the teacher can ask students some questions at the end of the activity:

- How did you do the job without talking?
- How did you agree on what you were doing?
- What if one of you did not cooperate with the group?

• **Through this activity, the students conclude that the team is a group of individuals who actively come together with cooperation to successfully achieve the task.**

Activity2 (15 Minutes)**Let's listen to the story**

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

a. Questions for Discussion (5 Minutes)

The teacher leads a discussion session in which all students participate. Through the discussion, the teacher emphasizes the complementation of the work and the association between the tasks, in addition to the need to put in the necessary effort to achieve the tasks. Also, the teacher emphasizes the importance of adopting and consolidating the pivotal vocabulary term "cooperation" in the context of group work (the team).

- Through his questions, the teacher refers to a beehive's working mechanism, and highlights the need to regulate the work by distributing roles among groups of bees within a single hive.
- Also, the teacher asks students to provide examples that illustrate the concept of group work and how cooperation happens between members of a team.
- If one bee does not complete its tasks, activity of the entire hive will be disrupted. This leads to the cessation of the honey production as it depends on order and complementation; each bee performs an activity that is complementary to the other bees.
- Scouting, sports teams, arts clubs and groups of ants.
- Students talk about their personal experiences in past years or their activities outside the school.

I conclude that commitment and perseverance in work, through implementation of the required tasks, contributes to successfully achieving goals, and that systematic teamwork inevitably leads to more meaningful and better results.

b. Let's think of the statement: "Of course, teamwork achieves goals and saves time." (5 minutes)

2

Adam and the Bees

One day, Adam decided to go for a walk. He was interested in nature and wanted to explore. He walked for a few minutes and discovered a garden full of flowers. There was a shed in the garden. Adam went into the garden and tried to see what was inside the shed by looking through a hole in the wall of the shed. He saw a beehive inside. The bees were all busily going about their work. One group of bees was making beeswax. Another was guarding the hive. A third group was cleaning. While this was all going on, the queen bee was laying her eggs. Then Adam looked at the honeycomb with its hexagonal cells. He saw a sticky yellow liquid oozing out. He knew that this was the bees' honey and he tasted it. He said, 'Wow! It's so delicious!' He tasted it again. It really is delicious!

Adam sat near the beehive and watched the bees go about their work. He watched without making any noise, so as not to disturb the worker bees.

Adam sat and watched the bees for a long time. He was not bored because the bees were always moving and busy working together to make their delicious honey.

Then, he went back home with a lot of questions going through his head. He told his mother about what he had seen. She smiled and said, 'Of course, teamwork achieves goals and saves time.'

49

- The statement "Of course, teamwork achieves goals and saves time" points out the importance of combined efforts and organisation within beehives, whereby the work of each hive is complemented by work of the other beehives. This illustrates the importance of each group's commitment to the tasks assigned to it in order to reap the best and most fruitful seeds (in this case, the delicious honey).

I conclude:

- **Group work requires less effort and time. It improves the quality and quantity of the work.**

Group work encourages everyone to participate. It makes everyone feel satisfied because it is characterised by fairness and justice.

**Questions for Discussion**

- What do you think would happen if a group of bees stopped working?
- Can you think of any other examples of successful teamwork?
- Have you ever taken part in teamwork? Describe the team and the role you played.



Let's think about this statement
from the story: 'Teamwork
achieves goals and saves time.'

Activity 3 (10 minutes) (Group work)

The teacher reads the instructions and explains the activity's requirements.

The teacher explains the difference between roles and tasks:

Role: the responsibility or job that the group will have, example:

1. Prepare invitation cards
2. Planning the food

Task: specific chore that one does. It is the work that should be done. Example:

1. Buying the cards.
Writing the invitations.
Distributing the cards.
2. Choosing the menu
Designating who will bring the food
Bringing plates, forks..

The teacher divides the students into groups (taking varying levels into consideration).

Differentiated Learning:

Beginners: Suggest two roles (A - B).

Advanced Students: Suggest four roles (A - B - C - D).

Through this activity, the student is trained to handle the responsibility of distributing roles between group members. This activity also contributes to the students' awareness about tasks that could be handed to them within the school environment. The purpose of this is to enable them to successfully deal with tasks that require co-operation and support.



3 Organising a Mother's Day Party

The class is going to organise a party for Mother's Day. The class will be divided into four groups. Each group will have a different role and will carry out different tasks. Think about what roles and tasks will be needed in order to organise the party effectively well.

	Group 1	Group 2	Group 3	Group 4
The group's role				
The group's tasks				

4 Learning How a Successful Team is Formed

Work in groups. You are going to set up a football team. You will need to decide who is going to play in which position. You will also need to make decisions about training and kit.

- Reason for setting up a football team:
- Who will play in the following positions?
 - goalkeeper;
 - defenders;
 - midfield players;
 - forwards;
 - reserves;
- Training schedule:
- Shirt colour:



5 Success as a Group

What skills do you need to be a successful member of a team?

Additional Activity 5 (Pair work) (5 minutes)

Learning How a Successful Team is Formed

Listening - Openness - Respecting Others - Communicating

This activity enhances the student's awareness of the basic requirements for group work success.

Students are asked to reflect on the learning outcomes of this lesson. The teacher emphasizes the importance of working within a team and the consolidation of the acquired concepts. (5 minutes)

I learned that group work is more fruitful than individual work and that cooperation with the members of the team or group definitely leads to better results.

I learned that when a person handles their responsibilities and commits to doing their required tasks in the specified time frame, they contribute to the success of the work.

Activity 4 (10 minutes) (Group work)

Learning how a successful team is formed

Co-operate with your colleagues to create a football team.

- The teacher divides the students into groups, each group consists of 11 students if possible.
- Each group will form a football team and members of each team will consult with one another to determine training times, clothing selection and the allocation of positions.

This activity contributes to the development of students' acquisition of group work behaviours by demonstrating them through practical experience. This helps students to become more aware of the importance of cooperation and work within a team. Furthermore, it consolidates their understanding of the meaning of a team through the experience of belonging to a group, distributing its members' roles, and achieving complementation in the accomplishment of the tasks that are necessary to achieve success.

Lesson 5

How Can I Help?

When should I offer to help? How?

59

Lesson Objective

Personal desire to be helped or supported - ways to help and support others - non-helpful behaviour - things that may seem helpful but are not (such as letting someone to copy your work)

Required Materials

- Pens
- Cardboard (wall boards)

Learning Outcomes:

- Behave at school in a way that ensures students learn effectively, while realising their responsibilities, duties and how to adapt behaviour to different situations
- Realise the impact of people's behaviour on their colleagues, having a sense of responsibility when interacting with others and playing roles
- Work confidently in teams, apply communicative skills and solve problems to accomplish objectives, while avoiding the behaviours that hamper the success of group work
- Offer support to classmates in suitable ways using the simple and diverse dialogues provided to them, while showing respect for all opinions and being compassionate towards other people's feelings

Vocabulary

support

tasks

**1 Stating a wish to help others.**

Work in pairs. Think of something you find difficult to do. Ask your partner for help.



Working with my friend

Unit 2 Lesson 5

60

Support

Assistance; help

Tasks

Work or jobs that need to be done

Introductory Activity 1 (10 Minutes)**I express my desire to help.**

The teacher divides the class into two groups. The teacher asks each student to think about a task that he or she finds difficult to do alone, and then chooses a colleague from the second group to help him or her to accomplish it.

The teacher can give examples of simple requests for help. such as help to put together a puzzle, tie a shoelace, draw a picture or write a certain word. The colleague from the other team should think about the best way to help.

Conclusion:

- **Personal desire to be helped or supported**
- **Ways to help and support others**

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

- The teacher reads the story of "New Friends" twice.
- Narrative style is to be used while reading.
- The teacher makes sure that the students understand the moral of the story.

a. Questions for Discussion.

- Majid helped him to write the word 'night', which was good help. Next time Adam will be able to write it alone. Hanaa's help was also good.
- Wassim's help was not the best type of help because Adam will not know how to solve math problems on his own next time. Also, copying answers instead of doing the test himself was cheating.
- Possible Answer: I would only help if the teacher gave me permission to explain to my friend what he did not understand.
- Possible answer: Yes, if my friend asked for help before the test, I would show him or her how to do the exercise.

Conclusion

- Best ways to help
- Sometimes, something that seems to be helpful is actually not (such as allowing someone to copy your work).

b. Let's think of the following statement: "One hand can't clap".

A person can not always do the work alone, so he or she asks for help from someone else.

The activity highlights the common need for help.

2

New Friends

Adam came home from school with a big smile on his face. His mother asked him why he was so happy and excited. He said, 'I made new friends! Wassim helped me in the maths test! He showed me his paper so I could copy all the answers. Then Majid explained that the word night has a 'g' and 'h' even though you don't hear them. Then I couldn't find my exercise book and Hanaa helped me to look for it.'

Adam's mother hugged him and said, 'I'm really happy that you made new friends, but I want you to think carefully about what Wassim, Majid and Hanaa did for you today. Who offered you the right type of help? It is very important to help and support one another, but it's even more important to know how to help in the right way.'

Adam thought carefully about his mother's words. Then he said, 'OK, I think I understand what you mean. You mean it's important to help at the right time and in the right way. But Wassim, Majid and Hanaa will still be my friends, all three of them.'

Adam's mother laughed and said, 'Of course they will.'



Questions for Discussion

- Who do you think offered the right type of help to Adam?
- Did anyone offer help that was not really helpful at all?
- If your friend asked you for help during a test, would you help?
- What would you do if your friend asked you for help before the test? Would you help? How?



Let's think about the statement, 'One hand can't clap.' What do you think this means?

Activity 3 (20 Minutes)

I think, ask and try to help.

Look at the pictures. Ask how are the children feeling in each one. Then ask what the appropriate type of help would be.

Suggested Answers:

Picture 1: Afraid (maybe she lost her mother / I would help her to find her mother)

Picture 2: Worried (he may be finding his lessons difficult / I would explain them to him)

Picture 3: Crying (she wants her mother / I would console her)

Picture 4: Angry (is annoyed with her friend / I would play with her)

Differentiated Learning:

The teacher helps beginners with their answers.

The students conclude:

The importance of thoughtfulness and think of way to provide help.



3 Helping others.

Look at the pictures. How do you think the children are feeling? How could you help them?



I think ...
.....

How would you help?
.....



I think ...
.....

How would you help?
.....



I think ...
.....

How would you help?
.....



I think ...
.....

How would you help?
.....



4

Helpful actions. Unhelpful actions.

Decide if each of these actions is helpful or unhelpful. Put each one into its correct column.

- I did my friend’s homework for him.
- I tied my friend’s shoelace.
- I helped our neighbour look for his lost cat.
- I taught my little sister how to draw a flower.
- I built a palace out of blocks with my brother.
- I helped my brother throw away the food he didn’t want to eat behind our mother’s back.

Helpful

Unhelpful

.....

.....

.....

.....

.....

.....

Activity 4 (5 Minutes)

Classify the following actions to helpful or unhelpful.

Helpful: 5-4-2 unhelpful: 6-3-1

- This activity enhances the ability of students to distinguish between helpful behaviour and unhelpful behaviour, and actions that may appear to be helpful but not so.

Activity 5 (20 Minutes)**Looking for a solution.**

The teacher divides the students into groups, asks them to think about how they can help the sick school janitor and explains what is required:

- Choosing a group leader.
- Identifying the tasks performed by the janitor.
- Identifying the tasks that they can perform on behalf of the janitor.
- Identifying the help they can provide to the sick janitor.
- Developing a clear action plan.
- Distributing of roles and responsibilities.
- Sharing ideas with other groups and presenting them to the class.

Conclusion:

Strengthening the foundations of group work and understanding the different ways of providing help.

**5 Finding a solution**

Work in groups. Imagine that your school caretaker, who lives on his own, is very ill and doesn't have anyone to take care of him. He will have to stay in bed for a long time. How could you help? Work with your group to think of a plan of action.

- Select a team leader.
- Make a list of the caretaker's usual tasks.
- Decide which of his tasks you could do.
- Decide on the level of help you could offer him while he is ill.
- Develop a clear work plan.
- Distribute tasks and roles.
- Exchange ideas with other groups.





6 Support and help within the family

Talk with a friend about ways to help and support your families.

Optional Activity 6 (10 Minutes)

Support and help within family.

With a colleague, think about ways of giving help and support in your family.

The student tells his or her colleague about helping in some way at home, such as doing housework or taking care of a younger sibling.

Conclusion:

We can help at home just as we can help at school.

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

Non-hesitation in asking for help when needed, appropriately providing help, and the importance of group work in providing help.

Lesson 4

Our New Team

How can I be an effective member of the team?

53

Lesson Objective

Identify the qualities and behaviours associated with belonging to a team - the important elements of group work such as developing a plan of action, taking roles, listening carefully, clearly speaking / communicating, exchanging ideas, participating, cooperating, and showing tolerance and leadership.

Required Materials

- Pens

Learning Outcomes:

- Realise the impact of behaviour on classmates, have a sense of responsibility when interacting with others and playing roles.
- Work confidently in teams, apply communicative skills and solve problems to accomplish objectives, while avoiding the behaviours that hamper group work.

Vocabulary

blending in

commitment

skills

leadership



1 Let's keep our class clean and tidy.

- Work in groups. You are going to clean your classroom.
- Choose a team leader.
- Work with your team leader to create a work plan.
- What skills do you need?



Unit 2 Lesson 4 | 54

Blending in	Involvement in the community
Commitment	Working hard to perform the required tasks and necessary duties within the specified time frame
Skills	Capabilities
Leadership	Ability to guide a group of people towards a common goal

Introductory Activity 1 (15 Minutes)

Let's keep our class clean and organised.

The teacher asks the students to work cooperatively in groups to clean the class. Students must choose a leader for the group to distribute roles, specify tasks, and identify the skills and qualities that they have to show during work.

The qualities and skills include: Leadership - planning - listening to instructions - exchange of ideas - commitment to roles - tolerance - cooperation - participation - accepting others.

A team is an entity composed of individuals who work to complete tasks together. The qualities and behaviours associated with belonging to a team require that one member takes leadership in order to develop a plan on how to cooperate with each other. Planning, listening to instructions, exchanging ideas, being committed to roles, showing tolerance, cooperating, participating and accepting others are the qualities needed to belong to a team.

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

- The teacher reads a story of "What should I do?" twice.

A- Questions for Discussion

- At the beginning of the match, Adam perhaps wanted to impress his teammates. Maybe he felt shy or anxious because he was new to the school.
- Adam's team won the match because they started to work as a team and implement the coach's plan.
- When we want to achieve a collective success or do something better in less time.

Group work, in order to achieve success, requires commitment to the required tasks and the plan of action.

B- Let's think together about the phrase "Unity is Strength".

Here the teacher emphasizes the need to commit and make decisions collectively, recalling what happened to Adam when he took a decision individually.

The activity raises students' awareness of the importance of unity within the team.

What Shall I Do?

2

Adam's mother kept talking to him about the importance of teamwork. However, Adam wasn't paying attention; he was thinking about his new school and how he could fit in.

The next day at school, the students were getting ready to play a football match against a team from another school. Adam's coach split the team into attacking players and defenders. He said that it was important for everyone to keep to the plan and for attacking players to attack and defenders to defend.

The match started. Adam's team was keeping to the plan that their coach had discussed with them. But suddenly, Adam, who was playing in defence, decided that he could score a goal all on his own. He got the ball and set off towards the other team's goal, but before he could get there the other team got the ball off him, ran down to the other end of the field and scored. Adam's teammates were angry and shouted at him, 'What do you think you are doing?'

The coach said, 'Why didn't you stick to the plan? They wouldn't have scored if you had stayed in defence.'

Adam felt bad about what he had done.

He said, 'I thought I was doing what was best for the team. I'm really sorry.'

He wondered what he could do to put things right.

Adam came to a decision. He would stay in defence for the rest of the match. When, at the end of the match, the referee blew his whistle, Adam's team had won.

Adam, his teammates and the coach were all happy.



Questions for Discussion

- How do you think Adam feels about his teammates at the beginning of the match?
- Why do you think Adam's team won the match?
- In what situations do you think team work is important?



Let's think about the statement, 'Unity is Strength'. What do you think this means?

Activity 3 (5 Minutes)

Classify the following activities between group work and individual work.

Group Work: b, c

Individual Work a, d



3

Are the activities below done in groups or individually?



a Taking a maths test.

.....



b Working on a construction project.

.....



c Celebrating National Day in the UAE.

.....



d Reciting a poem during Teacher's Day.

.....

4

Work in groups. What qualities lead to effectiveness at work? Match the words to the situations.

leadership helpfulness tolerance open-mindedness teamwork

- Sami couldn't finish the poster on his own and Salah offered to help. (_____)
- Rocci presented her ideas clearly to the class. (_____)
- Majid didn't agree with Sami's ideas, but he respected them. (_____)
- Conal and the rest of the team stuck to the plan and everyone tried to make it work (_____)
- Hamid organised his team well so that they were able to complete the task. (_____)

5 Find the words.

t	l	i	s	t	e	n	e
w	e	p	m	l	s	t	f
a	s	l	t	c	e	e	f
s	h	a	r	e	l	a	o
l	a	n	x	r	o	m	r
l	e	a	d	e	r	t	t
f	s	u	c	c	e	s	s

plan	leader	listen
share	success	team
effort	roles	

Unit 2 Lesson 4

58

Activity 4 (5 minutes)

Collaborate with your colleagues and choose the qualities we need to work effectively

a: (helpfulness) b: (open-mindedness) c: (tolerance) d: (teamwork) e: (leadership)

This activity identifies for students the qualities that the team must have in order to be successful.

Activity 5 (Optional) (10 Minutes)

Search for elements of group work.

- | | |
|-----------|------------|
| A: plan | B share |
| C: effort | D: success |
| E: roles | F: leader |
| G: listen | H: team |

This activity aims to enhance students' ability to acquire vocabulary and concepts of the behaviour of belonging to a team.

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

Group work requires many skills and qualities relating to working together effectively, such as role-playing, listening and exchanging ideas. Group work involves skills that differ from the skills required by individual work (such as exchanging ideas and listening). Having and using these skills is essential for individual and group benefit.

Glossary

Accepting other points of view: Respecting the opinions and views of other people

Angry: Annoyed and upset; on edge

Appreciative: Aware of the value of people and things

Bad treatment: Treatment that makes someone feel dissatisfied and sad

Behaviour: The way people act; a person's conduct and morals

Blending in: Involvement in the community

Bored: Uninterested; experiencing dullness

Care: To look after something or someone

Caring: Looking after people and things

Commitment: Working hard to perform the required tasks and necessary duties within the specified time frame

Compassionate: Tender; gracious; has a spirit of solidarity

Confused: Troubled or puzzled; unsure about something

Cooperation: Help; participation; working together

Cooperative: Helpful; works with others

Decent behaviour: Good and polite behaviour

Different: Contrasting, distinct ; not the same as something else

Duty: What someone has to do

Excited: Fidgety; feeling a strong desire to do something

Forgiveness: Pardon; maintaining a good relationship

Friendly: Loving

Good listener: Someone who listens attentively

Good treatment: Treatment that makes someone feel satisfied and happy

Happy: Joyful; glad; satisfied

Helpful: Cooperative ; does things for other people

I respect the law: I follow the rules of the law; I apply the law

Ignorance: Lack of knowledge or understanding

Integration: Involvement in the community

Leadership: Ability to guide a group of people towards a common goal

Loving: Friendly; showing love and care

Negative feeling: A feeling of sadness, injustice and tiredness

Order: Organisation; consistency

Other people's needs: The things that other people require

Personal freedom: Being able to act, behave and think with your own free will

Positive feeling: Feeling joy, happiness and comfort

Pride: Taking pleasure from or valuing achievements, qualities or virtues

Productivity: Achieving or gaining a lot from working hard and effectively

Readiness: Being prepared and ready to do something

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

Respect: Considering and appreciating other people's feelings

Responsibility: Doing a task because you gave a commitment to do it or because you should do it; accepting the consequences of your actions

Sad: Unhappy; in low spirits

Scared: Afraid

Shy: Feeling bashful; timid

Similar: Being almost the same as something or someone else; having common qualities

Skills: Abilities; talents

Support: Assistance; help

System: Aware of the value of people and things

Tasks: Work or jobs that need to be done

Team: A group of individuals who work together to achieve a common goal

Tolerance: Forgiveness and maintaining good relationships

Treating others as they treat us: Exchanging things with others in a fair way; giving and taking evenly

Understanding: Accepting and believing what other people say or think

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

UT WISE
ENRM AD

AI Diwan App

Dear Student,

To get the digital version of the book, visit the below link to download the app
www.elib.moe.gov.ae/MoElib/getting-started

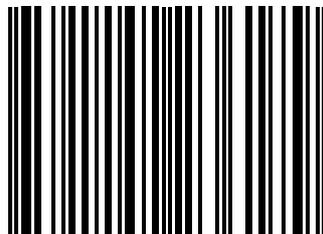
Get it from Microsoft | Download on the App Store | GET IT ON Google Play

References

p VII gst/Shutterstock; p VII Tetiana Yurchenko/Shutterstock; p IX hvostik/Shutterstock; p X Diego Fiore/Shutterstock; p 7 Image Source Plus/Alamy; p 10 Olga1818/Shutterstock; p 10 Olga1818/Shutterstock; p 10 Olga1818/Shutterstock; p 10 Niwat singsamarn/Shutterstock; p 13 iimages/123RF; p 13 blueringmedia/123RF; p 13 Dualororua/Shutterstock; p 13 Lorelyn Medina/123RF; p 20 Multi-bits/Getty Images; p 20 Kostic Dusan/123RF; p 22 ZouZou/Shutterstock; p 22 Sandra van der Steen/Shutterstock; p 22 Graham Prentice/Alamy; p 28 ivector/Shutterstock; p 31 Peter Wemmert/Shutterstock; p 31 Jasmin Merdan/123RF; p 31 Edd Westmacott/Alamy; p 36 giedre vaitekune/Shutterstock; p 40 TasfotoNL/Shutterstock; p 40 Philip Lange/Shutterstock; p 40 TasfotoNL/Shutterstock; p 42 Sarawut Padungkwan/Shutterstock; p 48 Memo Angeles/Shutterstock; p 52 Teguh Mujiono/Shutterstock; p 54 Wisnu Ali/123RF; p 57 ADEC; p 57 ndoeljindoel/123RF; p 57 Frankris/Shutterstock; p 57 BlendImages/Shutterstock; p 60 Tania Kolinko/Shutterstock; p 63 Marcos Calvo Mesa/123RF; p 63 BSIP SA/Alamy; p 63 Damian Ryszawy/Shutterstock; p 63 Yaping/Shutterstock; p 65 Lorelyn Medina/Shutterstock; p 71 Veleri/Shutterstock



التربية الأخلاقية
MORAL EDUCATION



9 781292 236179