



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Three

First Semester

Teacher's Guide

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

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التربية الأءلاقفة
MORAL EDUCATION

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For Suggestions, Inquiries & Complaints



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Trial Edition

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

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

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

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

HH. Sheikh Khalifa Bin Zayed Al Nahyan God save him

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

HH. Sheikh Mohammed Bin Rashid Al Maktoum God save him

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

HH. Sheikh Mohammed Bin Zayed Al Nahyan God Save him

Moral Education

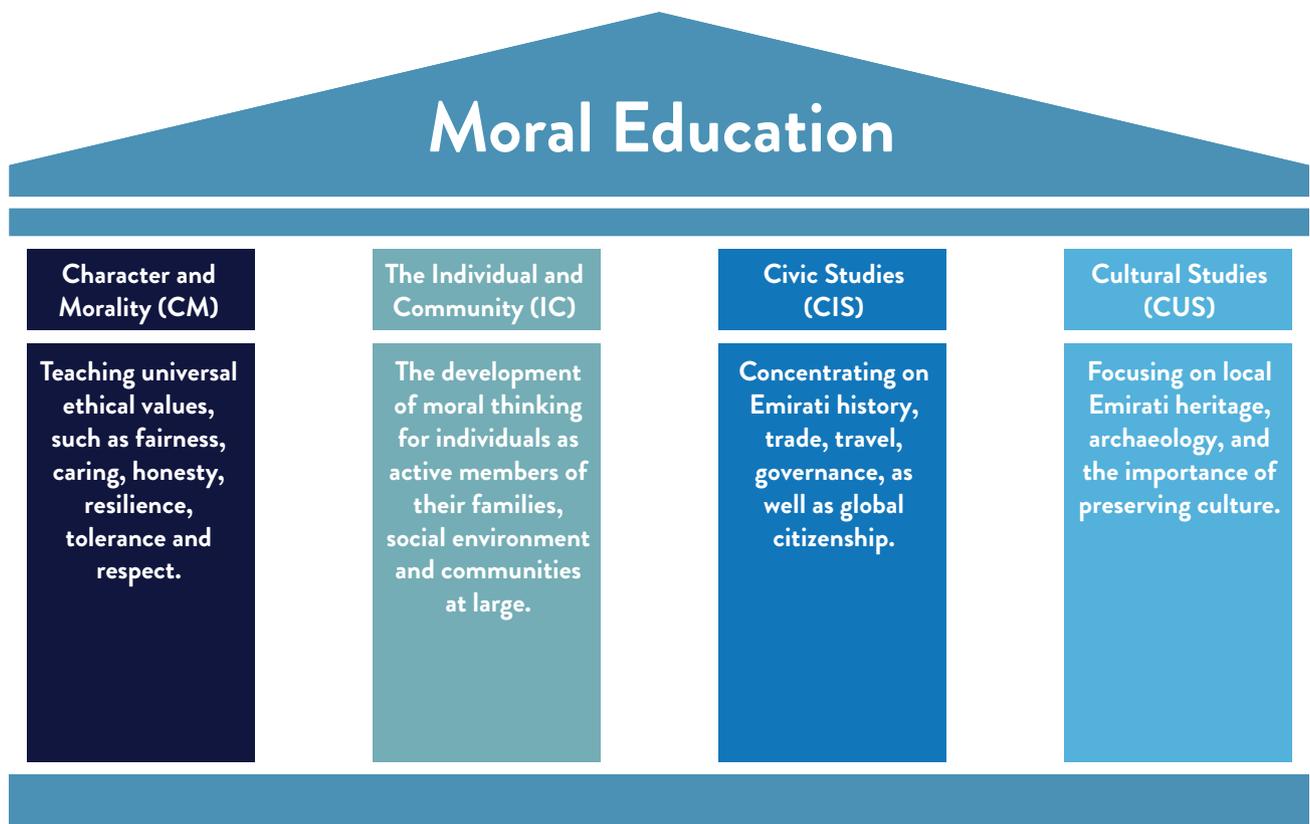
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local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

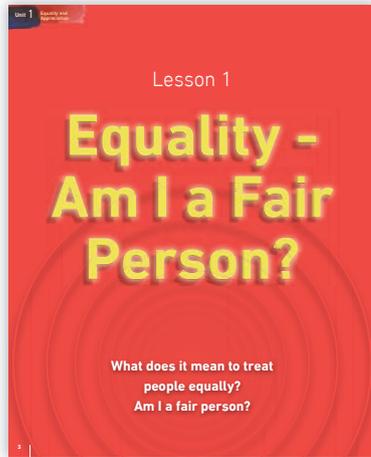
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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

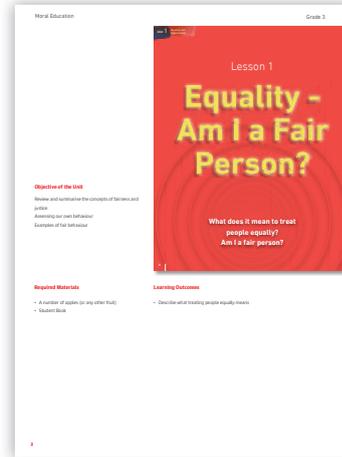
Moral Education Course Education Resources

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



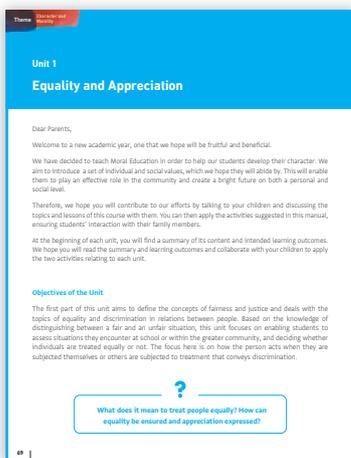
Student Book

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.

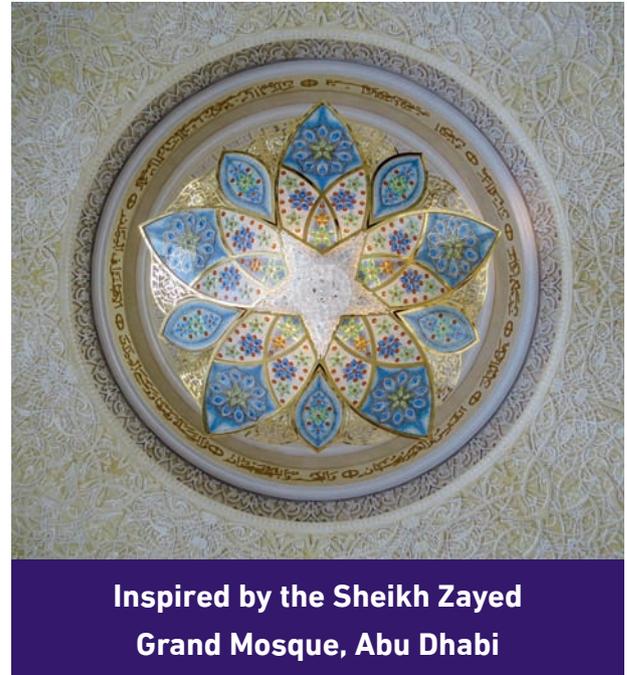
The Moral Education Course Cover and What it Symbolises

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.



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

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.

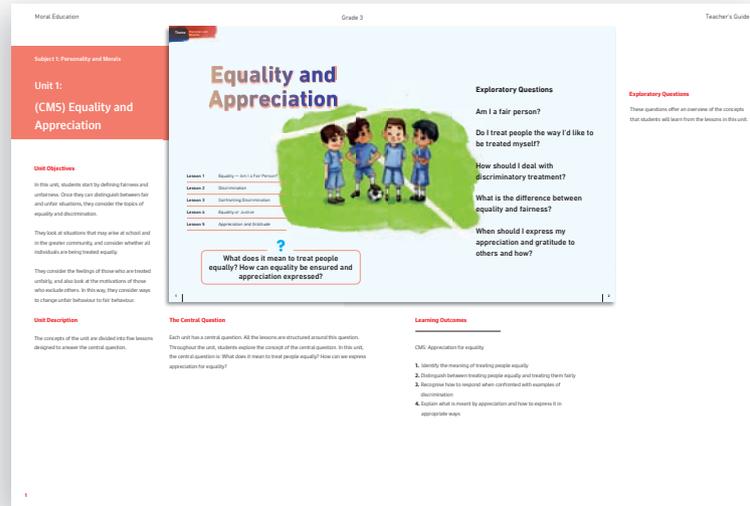
The gradation of colour portrays the complexity of the 21st century living.

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.

Table of Contents

Unit 1

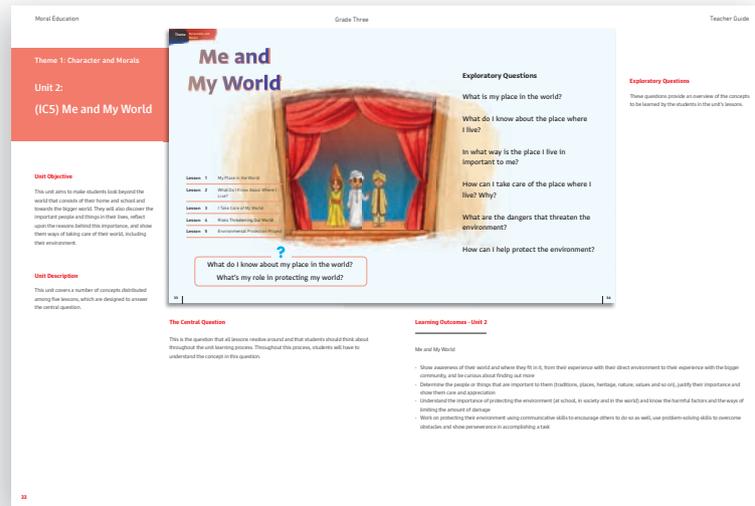
(CM5) Equality and Appreciation



1	Equality - Am I a Fair Person?	P. 3
	The concept of Equality and Fairness, and actions of fair behaviour. What does it mean to treat people equally?	
2	Discrimination	P. 9
	The meaning of unfair attitudes and how to deal with these attitudes. Distinguish between treating people equally and treating them fairly.	
3	Confronting Discrimination	P. 15
	Unfair attitudes involving discrimination at school, locally, or in the global community, and how to address these attitudes.	
4	Equality or Justice	P. 21
	The difference between equal treatment and fair treatment.	
5	Appreciation and Gratitude	P. 27
	The meaning of appreciation and ways of expressing it. The importance of expressing appreciation to friends and colleagues in the school and community.	

Unit 2

(IC5) Me and My World



1 My Place in the World **P. 35**
Our world, and the relationship between local, national and global levels

2 What Do I Know about Where I Live? **P. 41**
People and things that are important to me including customs and traditions, and the reasons for the importance of these things

3 I Take Care of my World **P. 49**
Showing care, appreciation and respect for the things that matter to us and how to take the responsibility of taking care about it

4 Risks Threatening our World **P. 55**
The environment, the risks surrounding it and the importance of preserving it

5 Environment Protection Project **P. 61**
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Unit 3

Understanding UAE culture (part 1: uniqueness)

- 1 What is Culture? Cultural Iceberg
- 2 UAE Culture
- 3 UAE Culture
- 4 How Does UAE Express Its Own Cultural Identity Collectively?
- 5 How Does UAE Express Its Own Cultural Identity Collectively?

Unit 4

Thoughtfulness and Co-operation

- 1 Think About Others
- 2 The Compromise
- 3 Thoughtfulness
- 4 Thoughtfulness
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- 1 **Bullying**
- 2 **The Impact of Bullying on Others**
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- 1 **Cultural Diversity Within the UAE**
 - 2 **I Identify Different Cultures in the UAE**
 - 3 **What Are the Similarities Between Us and Other Cultures**
 - 4 **Benefits of Cultural Diversity**
 - 5 **Difficulties and Challenges Related to the Cultural Diversity**
-

Subject 1: Personality and Morals

Unit 1: (CM5) Equality and Appreciation

Unit Objectives

In this unit, students start by defining fairness and unfairness. Once they can distinguish between fair and unfair situations, they consider the topics of equality and discrimination.

They look at situations that may arise at school and in the greater community, and consider whether all individuals are being treated equally.

They consider the feelings of those who are treated unfairly, and also look at the motivations of those who exclude others. In this way, they consider ways to change unfair behaviour to fair behaviour.

Unit Description

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

Theme Character and
Morality

Equality and Appreciation

Lesson 1	Equality — Am I a Fair Person?
Lesson 2	Discrimination
Lesson 3	Confronting Discrimination
Lesson 4	Equality or Justice
Lesson 5	Appreciation and Gratitude



What does it mean to treat people equally? How can equality be ensured and appreciation expressed?

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: What does it mean to treat people equally? How can we express appreciation for equality?

Exploratory Questions

Am I a fair person?

Do I treat people the way I'd like to be treated myself?

How should I deal with discriminatory treatment?

What is the difference between equality and fairness?

When should I express my appreciation and gratitude to others and how?



Exploratory Questions

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

2

Learning Outcomes

CM5: Appreciation for equality

1. Identify the meaning of treating people equally
2. Distinguish between treating people equally and treating them fairly
3. Recognise how to respond when confronted with examples of discrimination
4. Explain what is meant by appreciation and how to express it in appropriate ways

Lesson 1

Equality - Am I a Fair Person?

**What does it mean to treat
people equally?
Am I a fair person?**

3

Objective of the Unit

Review and summarise the concepts of fairness and justice

Assessing our own behaviour

Examples of fair behaviour

Required Materials

- A number of apples (or any other fruit)
- Student Book

Learning Outcomes

- Describe what treating people equally means

Vocabulary

discrimination

discriminatory
treatment

difference

unfair

fair

equally

confronting
discrimination

1 What do equality and justice mean?

Children will be divided into groups. The teacher will then share apples among the groups. We will discuss whether the teacher was fair or unfair when sharing the apples.

Activity 1 (5 minutes)

Introduction

Introduce the activity with the questions: How would you feel if someone treated you unfairly? Do I treat all the students in my class fairly? What do you understand by the word equality? What does the word justice mean to you?

Divide the class into two groups. Share the apples between the two groups, giving one group more than the other.

Question the groups: Is this fair? Is everyone happy? Why or why not?

Give time for the groups to discuss their answers and respond. Have the students suggest ways of making it fairer by posing questions: Did everyone get an equal share?

What would be a better way to share the apples equally? What does the word justice mean to you?

Bring the groups together and ask them to explain fairness and unfairness, equality and justice in relation to the apple situation.

Help the students to reach these conclusions:

Fairness allows everyone to feel satisfied.

Justice means everyone's rights were respected.

Discrimination

Isolating, differentiating or segregating someone; giving preference to some people over other people

Discriminatory treatment

Discrimination in the way you treat people based on their different races, abilities, colours or beliefs

Difference

Variance, contrast

Unfair

Unjust; depriving someone of their rights

Fair

Giving others their rights; treating others justly

Equally

Treating others without discrimination

Confronting discrimination

Rejecting unfair distinctions; allowing everyone to participate

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

Read the story of 'I Have The Right To Play (1)' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

2

I Have The Right To Play

Rajeef is my neighbour and classmate at school. He is a quiet, peaceful and pleasant kid. He is always happy and smiling. He likes playing football, and always tries to reach out to his classmates and be friends with them. But some of them avoid him and don't talk to him.

One day, we decided to play a football match in the playground. We divided ourselves into two teams. Rajeef went to join his team, but three boys stood in his way to block him. They didn't want to let him play. One of them said to the referee, 'We don't want Rajeef to play on our team. We don't want him because he doesn't look like us, he doesn't know how to play and he can't run fast. He will slow us down and we will lose the game because of him'.

Rajeef's face fell. He looked at me. He wanted someone to defend him, to take his side.

For a few seconds I froze. So did everyone else. We were like statues. I told myself that I should

do something about this... I went to the referee and firmly told him:

'Either we all play without discrimination and without excluding anybody - and Rajeef plays with us - or you call off the game and we don't play'.



Questions for Discussion

- How do you think Rajeef felt when his classmates refused to let him play with them?
- What do we call the attitude of the classmates who refused to let Rajeef participate in the game?
- If you were one of Rajeef's classmates, what would you have done? Why?
- What do you think the referee said?

Let's think together about the statement, 'I have the right to play', and discuss it.

Questions for Discussion

(10 Minutes)

Ask the discussion questions. Give students time to think and share their answers. Give a variety of students an opportunity to answer.

Have students imagine that they are Rajeef and describe how his classmates treated him. You may need to remind them of words such as injustice, unfairness, inequality and cruelty.

Let's think (5 minutes)

Pose the questions: Who has the right to play? Who does not have the right to play?

How would you feel if your classmates refused to let you play? Is that respecting your rights?

How do you feel when people treat you fairly and justly?

Why is it important to treat others fairly and justly?

Activity 3 (20 minutes)

The teacher explains about people of determination* and how they should be integrated in the society. He/she can give life examples from real life stories and from the story of Rajeef.

As a reply to question a. The teacher can answer that the reason why these games are held is to give a chance to people of determination to be part of the sports community and to practise their hobbies. Anyone with a special need, may it be physical or mental, is able to participate in the competitions.

Answers for question b: The games are: athletics, cycling, kayaking, open water swimming, roller skating, sailing, swimming and triathlons. Judged competitions will be equestrian, judo, artistic and rhythmic gymnastics.



3 Let's read about people of determination taking part in world sports.

The Emirate of Abu Dhabi is hosting the 2019 Special Olympics World Games where almost seven thousand male and female athletes of determination participate from 170 countries. The games last for more than two consecutive weeks. The participants show their athletic skills in 22 games.

- Why are these special games held and who are they for?
- Which athletic games will participants compete in?

* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term "People of Determination" instead of the frowned-upon term "People With Disabilities". The objective was to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

"Disability is people's inability to develop. It's when they remain in their place, unable to accomplish anything. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals", said His Highness Sheikh Mohammed bin Rashid al Maktoum. "Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community", His Highness added.

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4 Decide if the situations below are fair or unfair. Write either 'fair situation' or 'unfair situation' on each of the lines below.

a Hessa was going on a trip with her classmates. She took ages deciding what clothes to wear, so was very late. Her classmates had to wait for a long time.

.....

b Ruba plays the piano every day while her neighbour Walid is studying.

.....

c A boy's parents give their son twice as much pocket money as they give to his younger brother.

.....

d My aunt came back from her vacation and got gifts for everyone except my younger sister.

.....

Activity 4 (10 minutes)

Assessing a situation (10 minutes)

Read each situation to the group. Every student writes Fair or Unfair in their notebook depending on the question.

Answers: all the situations are unfair except for D.

The goal of this activity is to help the students to distinguish between fair and unfair situations.

What did I learn?

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

- I learned that treating people unfairly makes me feel unjust. Treating people fairly makes me feel satisfied and happy.

- I learned to treat people equally, with fairness.

- I learned that it is important to treat others fairly, as I also like to be treated with justice and equality.

Lesson 2

Discrimination

How do I act when I face
discrimination?

9

Lesson Objectives

- To understand what discrimination and 'unfair attitudes' means.
- How to cope with discrimination

Required Materials

- Seats
- Student Book

Learning Outcomes

- Understand the importance of treating people equally.
- Distinguish between treating people equally and treating people fairly.
- Know how to react appropriately to discrimination.

Vocabulary

fair

justice

unfair

equality



1 Act out this scene with a group

Dialogue: Idris is a new student. He joined the class one month after the school year began. This was because his father's company transferred him from abroad to a new position at the company's branch office in the UAE. When he first arrived, some people neglected and ignored him. Others just walked away from him. One group refused to accept him.

How would you act in this situation?

Fair	Giving others their rights; treating others justly
Justice	Giving people their rights; fairness; absence of injustice
Unfair	Unjust; depriving someone of their rights
Equality	Treating people without discrimination, regardless of colour, gender or abilities

Activity 1 (10 minutes)

Role-playing

How do I act when I face discrimination?

- The teacher introduces this activity by asking motivating questions: Do I treat people equally? Do I accept differences between people in terms of colour, shape or abilities? How do I act when I face discrimination?
- The teacher explains what is needed in the dialogue scene.
- The students discuss the situation, each group individually, and think about a solution for confronting discrimination?
- The members of each group form a scene that involves discrimination.
- Students go through the scene, showing how they confronted discrimination.
- The teacher asks the following: What did you feel while you were playing the role? How do you deal with such a situation if you encounter it in reality?
- What kinds of discrimination do we encounter in life?

The teacher directs students to discover the basis of discrimination in this dialogue (skin colour), and focuses on showing the attitudes we face in life that denote discrimination (on the basis of colour, sex, age, nationality, disability...)

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

Read the story of '**I Have The Right To Play**' (2) twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

2

I Have The Right To Play

The referee considered the situation for a moment. Then he walked over to Rajeef, put his hand on his shoulder and said to everyone, 'May I have your attention? As the referee, I have decided that today's game will be a "friendly" between the two teams. And to be fair, Rajeef will play on an equal basis. If you don't agree with this decision, the game will be cancelled and no one will play. Come



on, what do you think? We don't want to waste any more time.'

I looked at everyone, and nodded for them to agree. Then I said to the referee, 'We have no time to waste. Blow your whistle and let's start the game.'

The referee blew his whistle, but, sadly, everyone went away. They preferred to cancel the game rather than play with Rajeef. I stood there stunned. I couldn't believe what I was seeing. Then, I turned to Rajeef and noticed that his face had changed.

I was ashamed. We had to do something. We had to confront the discrimination. But how?

Questions for Discussion

- The referee decided to let Rajeef participate in the game. What does this mean?
- What expression do you think Rajeef had on his face when the other boys went away?
- Was the decision to cancel the match a fair decision?
- What issue do you think the writer is raising?



Let's think about the question from the story, 'How do we confront this?' Suggest a solution.

12

Questions for Discussion (5 minutes)

Pose the discussion questions. Give students time to think and share their answers. Give a variety of students an opportunity to answer.

Ask: How do you think Rajeef felt when his classmates refused to let him play?

Who is the person ("I") who is telling the story?

How is that person feeling? What does it mean discrimination?

Highlight how it feels to experience unfair treatment.

Everybody has the right to be included. Help students to realise that different actions make people feel differently:

How do I feel when others treat me unfairly? (Bad, sad, angry.)

How do I feel when they treat me fairly? (Good, happy, fine.)

How do I feel when I treat others unfairly? (Uncomfortable, mean, angry.)

How do I feel when I treat others fairly? (Good, satisfied, right.)

Let's think (5 minutes)

As a class consider the question: What can we say or do when we see someone treating others unfairly?

Encourage students to suggest ways to help.

Emphasise the following:

- Everyone has the right to be included.
- Treating others unfairly deprives them of this right.
- Empathy means understanding another person's feelings.
- Empathy alone can help us to treat others fairly, but empathy is not enough to stop discrimination.
- We need to speak and act to stop discrimination.

Activity 3 (20 minutes)

Role play

Divide the class into groups. If necessary, arrange by abilities and follow the suggestions for 'Differentiated Learning' below.

Explain the scenario: a group of yellow birds refuses to allow a blue bird to join their group because it looks different.

Students role play the scenario creating their own ending to the story. The groups are to practise then present their role plays.

Differentiated Learning

Separate the class into two groups based on their ability level. The lower ability group can write the dialogue while the higher ability group acts out the scene. The beginner group can write the dialogue, and the advanced group can act out the scene.

This activity highlights the importance of equal treatment and a rejection of discrimination.



3 Imagine a situation where a group of yellow birds refuse to accept a blue bird because of its different colour.

- a Work with your classmates to write a dialogue for this scene. Write the dialogue between the blue bird and the yellow birds. Use the vocabulary and concepts you have learned in this lesson.
- b Write a conclusion that shows equal treatment.
- c Take roles and act out the dialogue in front of the class.



Dialogue

Conclusion



4 Tell a classmate about an unfair situation you have experienced.

Recall a time when someone treated you unfairly, even though, you were being fair to that person. then tell the story to a classmate and recall how it made you feel.

Additional Activity 4 (10 minutes)

Listen and share

Ask the students: Have you ever seen someone being unfair to others? Have you seen someone being fair to others?

Give the students two minutes to think about their answers. Place students in pairs. Have them discuss their experiences with their partners.

Each pair joins another pair to create a group of four. Together, they reflect on the question: What does it mean to treat people equally? What does it mean to treat others fairly?

What did I learn?

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

- I learned that discrimination is the unfair treatment of others.
- I learned that treating others fairly makes me feel happy.
- I learned to treat people equally.
- I learned that empathy is important, but it is not enough to stop discrimination.
- I learned to take strong action to stop discrimination when I see it.
- I learned to be proud of my country because it works to stop discrimination.

Lesson Objectives

- To define discrimination
- To reject unfair attitudes and discrimination in the local community and worldwide
- To develop strategies to change unfair attitudes

Unit 1 Equality and Appreciation

Lesson 3

Confronting Discrimination

Does discrimination only happen among humans?
Explain. How can we confront discrimination?

15

Required Materials

Cards with the following questions:

- What is the meaning of discrimination?
- Give examples of discrimination.
- Where can discrimination occur?
- Glue
- Student Book
- Cards that each have a table on them that is identical to the one in Activity 4

Learning Outcomes:

- Explain what it means to treat people equally
- Recognise how to respond when confronted with discrimination

Vocabulary

confronting discrimination
individually

confronting discrimination
collectively



1 I walk around the room with my classmates and answer questions that are on the walls.

- What is the meaning of *discrimination*?
- Give examples of discrimination.
- Where can discrimination occur?

Facing discrimination individually

To speak out against discrimination on your own but seek to involve others and seek to involve others

Facing discrimination collectively

As a group, speak out against discrimination and make efforts to stop it

Activity 1 (12 minutes)

Discussing discrimination

Before the lesson, prepare cards with the following questions:

- What is the meaning of discrimination?
- Can you give examples of discrimination?
- Where can discrimination happen?

Place each card face down on a desk on a different side of the classroom.

Divide the students into groups. Take the different ability levels into account when dividing the students into groups.

Explain that each group will go to one of the cards. They will each have two minutes to discuss the question on the card.

While the groups discuss their questions, move around and help their discussions. Encourage all students to participate.

Listen to the students' ideas and guide them to understand these important points:

- Discrimination means treating another person unfairly.
- It is also possible to treat animals badly, or to treat the environment badly.
- Discrimination happens in many places around the world. It is not limited to one place or community.

Activity 2 (17 minutes)**Listen to the story (5 minutes)**

Read the story of 'I Have The Right To Play (3)' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

Questions for Discussion (5 minutes)

Ask the discussion questions. Give students time to think and share their answers. Give different students an opportunity to respond.

Help the students to realise that:

It is not enough just to empathise with someone who was treated unfairly.

We need to confront discrimination. Confronting means taking actions to stop it.

People are different, with different abilities and strengths. We must accept and embrace each other's differences.

Ask the students to think about discrimination in other contexts. Is it possible to treat animals unfairly? How should we treat animals? What about the environment? How should we treat our environment? Guide them to see the importance of respecting animals and the environment.

2

I Have The Right To Play (Part 3)

Rajeef and I went up to the classroom, feeling sad and disappointed. We sat frowning in our seats.

I asked the teacher if I could speak to the class. She said I could. I said to the class, 'I want to ask you to

think about what happened in the playground. Look at Rajeef. He is part of this class, working with us and taking part in all classroom activities. We cannot exclude him from our activities outside the classroom.'

I stopped talking and returned to my place.

Bassem suddenly broke the silence, saying, 'I feel that I have been unfair towards Rajeef'.

Amer added, 'I feel that too. We are all the same in some ways and different in other ways. And we have to respect that.'



'After class, Let's go back and finish the game, letting everyone participate.' I said enthusiastically, we went back to the playground. Rajeef went quickly and took his place in midfield. All through the game, he played brilliantly - skillfully stopping the attacks of the opposing team and passing the ball brilliantly to his forwards. He played fairly, and with a skill and ingenuity that impressed everyone. Rajeef's team won the match.

As soon as the match was over, we all ran to Rajeef. We carried him on our shoulders and ran with him across the playground. We shouted, 'Go Rajeef, Go!, Go Rajeef, Go!, Go Rajeef, Go!.'



Questions for Discussion

- Does the writer confront the discrimination or just sympathise with Rajeef? Explain your answer.
- Where can we see that Rajeef's character is distinguished by openness, awareness and determination?
- If Rajeef's team had lost the game, do you think his classmates would have wanted to play with him next time? Explain your answer.
- What rights does Rajeef have as a member of the class?
- Does discrimination only happen among children?

Let's think about the lines,

'We are all the same in some ways and different in other ways. And we have to respect that.'

Let's think (7 minutes)

Ask the students to think about the statement.

Divide the students into groups. Read the statement and have the groups explain what it means. 'We are all similar in some ways and different in other ways, and we have to respect that.'

Encourage students to share their ideas. Lead students to conclude that we all have different abilities and strengths. We all have the right to be included and treated equally.

Activity 3 (18 minutes)

Case Study

- The teacher divides students into groups.
 - Each group is assigned one of the discrimination cases in the book.
 - Groups think about these attitudes, deduce the nature and type of discrimination, and then name it.
 - Groups share the cases and identify actions to address discrimination.
 - All students are allowed to suggest additional and different paths to follow.
- Through this activity, students are trained to play an active individual role in confronting discrimination. It is possible to refer to discrimination by some students (without mentioning names) against others, without them realising, so as to avoid difficulties later.
- Students recall the outcomes of this lesson and the teacher confirms the acquired concepts:



3 Case Study

- a Consider the following cases of discrimination. Then write down what type of discrimination is occurring in each case.
- b Discuss with your classmates how you could confront each of these situations as individuals. Write suggestions.



1 Haidy is harassed by her classmates every day because she has red hair.

Type of discrimination:

How I can confront it:



2 Shoug and Alia refuse to let Amal eat with them because she does not eat meat.

Type of discrimination:

How I can confront it:



4 A collective action plan to confront discrimination at school or at home

Work in groups. Think about something that is unfair and discriminatory at school or at home. Work with your group to develop a collective action plan to confront the discrimination. The form below will help you.

Subject of Discrimination	
Objectives	
Success Criteria	
Required Budget	
Schedule	
Actions to be Implemented	

Unit 1 Lesson 3

20

Activity 4 (20 minutes)

Students work in groups. Invite each group to think of an example of unfair treatment. Members of each group work together to develop an action plan. Explain each row of the action plan table so that students can comprehend and respond.

- Subject of discrimination - What is the example of the unfair treatment?
- Objectives - What do they want their plan to achieve?
- Success criteria - How will they know if it was successful?
- Required budget - Do they need money for any of the solutions?
- Schedule - How long will it take to implement? Are there steps to make it happen? How long should each step take?
- Actions to be implemented - What needs to be done.

Review the key concepts explored in this lesson. Encourage students to reflect on what they have learned:

- I have learned that empathy alone is not enough to stop discrimination.
- I have learned that I must take actions to confront discrimination.
- I have learned that sometimes my own actions can help stop discrimination. Sometimes I need to work with others to stop discrimination.
- Proper planning helps us to stop discrimination.

Lesson 4

Equality or Justice?

Should we treat each other equally
or fairly?

21

Lesson Objectives

- To define justice and equality
- Recognise the difference between justice and equality

Required Materials

- Student Book
- White sheets
- Cartoon?

Learning Outcomes

- Distinguish between treating people equally and treating them fairly

Vocabulary

equality

discrimination

justice

fairness

unfairness

equal treatment



1 Let's Think Together

Ahmad broke his right hand before an exam and he was forced to use his left hand to write. This slowed him down, so the teacher gave him an extra fifteen minutes.

How would you describe the teacher's behaviour?

Equality	Everyone has the same rights and opportunities
Discrimination	Treating some people differently to others, for unfair reasons such as race, gender or religion
Justice	Treating people in a rightful way, supporting fair treatment
Fairness	Applying the properties that constitute 'fair'
Unfairness	Injustice, unfairness or denying the rights of another
Equal treatment	Treating people the same, without discrimination

Activity 1 (5 minutes)

Introduction

Pose the questions: What do you understand by equality? (Treating people the same, not giving some people better or worse treatment than others.) What do you call it when we treat some people better or worse than others? (Discrimination, unfair treatment.)

What kind of treatment would you like better - equality or discrimination? Why?

Read through the 'Let's Think Together' situation. Ask the class: Why did Ahmad get extra time in the exam? Was this equal to what the other students got? Why did he get unequal time? Was this fair?

Help the students to realise that in this case, the teacher had to treat Ahmad differently in order to be fair. Sometimes, discrimination can be positive. Some kinds of discrimination help us to treat everyone fairly.

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

Read the story of 'Equal, but...' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

Equal, but ...

2

The supermarket was very crowded. Rajeef was there with his mother, busy shopping for groceries. Rajeef's eyes glowed with excitement at the neatly arranged toys on the shelves. He asked his mother, 'Can I have this one?' His mother said, 'Of course you can, dear.' Rajeef picked up the toy and put it in the trolley, smiling. 'Only one?' said his mother. 'And what about your brother, Taher? And your sister, Nadia? Don't you all have equal rights?' 'Yes! This one is for Taher and this one is for Nadia.' Rajeef's mother smiled and said, 'Well done. This is how equal treatment works.' Rajeef and his mother made for the crowded checkout with their trolley, and joined the queue. The queue moved slowly. Suddenly, a lady, using crutches to help her walk, moved slowly towards the checkout. The checkout operator waved at her to come closer. Rajeef turned in surprise and said: 'Why doesn't that lady wait for her turn like us? Don't all of us have equal rights?' His mother said, 'Yes, equal but ...'



Questions for Discussion

- Complete Rajeef's mother's sentence: 'Yes, equal but ...'
- If you were in Rajeef's shoes and saw the lady on crutches standing in the queue, how would you behave?
- Can you think of any people in your own life who sometimes need extra help, just like the lady on crutches needed help?



Let's think together about treating people differently. Does treating people differently always mean they are being treated unfairly? Try to think of examples of people being treated differently but fairly.

24

Questions for Discussion (5 minutes)

Read through the questions below. Give students time to think and share their answers. Give a variety of students an opportunity to answer.

Ask: How did Rajeef's mother remind him about treating everyone equally? (By buying toys for all the children, not just him.) Why did the woman on crutches go to the front of the queue?

Explain that sometimes we discriminate positively in order to help people who need help.

Have the class think of ways we treat some people differently in order to protect their rights (e.g. giving up a seat on the bus for a woman with small children or an old person.)

Guide students to understand that justice and equality are not always the same thing.

Let's think (5 minutes)

Group work.

Read out the statements. Ask students to think quietly about the words for moment.

Divide the class into groups and give them time to share their thoughts. Invite the groups to share their ideas with the class.

Help students to conclude that treating people differently does not always mean treating them unfairly.

Activity 3 (10 minutes)

From equality to justice

Read out each situation. Have the students consider if it is fair or unfair. If it is unfair, how could we change it to make it fair?

Possible answers:

1. All students get the same food. This is fair if they all have a similar diet. However, it could also be unfair for those who have allergies or religious restrictions. They may need different food.
2. Jaber's father decided for all the children. This could be fairer if he asks their preferences.
3. All the children have the same bedtime. This is fair if they are all similar ages. However, if they are different ages, older siblings may be allowed to stay up later.
4. All guests received a hat. This is fair.

Allow every students to express their thoughts. They may surprise you with different points of view. Give students time to suggest their own solutions for making the unfair solutions fairer.

This activity gives students the opportunity to:

- recognise situations that require equality for fairness
- understand that in some situations, equality can lead to unfairness
- practise finding solutions to make situations fairer.

3 From Equality to Justice

Are all these situations fair? Change the ones you don't think are fair to become fair.



a The meals in the school canteen are the same for all the students.
.....



b Jaber's father decided that Jaber and all of his siblings would learn to play the piano during the summer holiday.
.....



c All of the brothers and sisters in Rajeef's family must go to bed at 7 o'clock sharp.
.....



d Kushbu gave hats to her classmates at her birthday party. Everybody got one hat.
.....



4 Between Justice and Equality

Majed and his brothers, Tamer and Yusuf, went with their parents to watch a horse race. The stands were crowded and the boys were not able to watch the races because they were too short to see over the heads of the people in front. Yusuf's father sat him on his shoulders, and Tamer was lifted up by his mother. Majed was left standing. He kept fidgeting and saying, 'It's not fair!'

- Do you agree with his opinion? Explain.



5 Discussion in Pairs

With your partner,
discuss an unfair
situation in which you
once found yourself.
Think of ways that the
situation might have
been made fairer.

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Activity 5 (10 minutes)

Paired discussion

Ask the students to think quietly about a situation where it was unfair to treat everyone the same.

Organise the students in pairs. They share their ideas with each other. Then they suggest ways to make each situation fairer.

Review the key concepts explored in this lesson. Encourage students to reflect on what they have learned:

- I have learned that sometimes we must discriminate positively in order to be fair.
- Some kinds of discrimination are **not unfair**.

Activity 4 (15 minutes)

Between Justice and Equality

Separate the students into ability groups. Ask each group to consider the actions of the family members:

- The father carried Yusuf on his shoulders.
- The mother carried Tamer.
- Majed had to stand.

Ask: Was it fair?

Differentiated Learning.

The low ability can read the situation and explain whether it is fair or unfair.

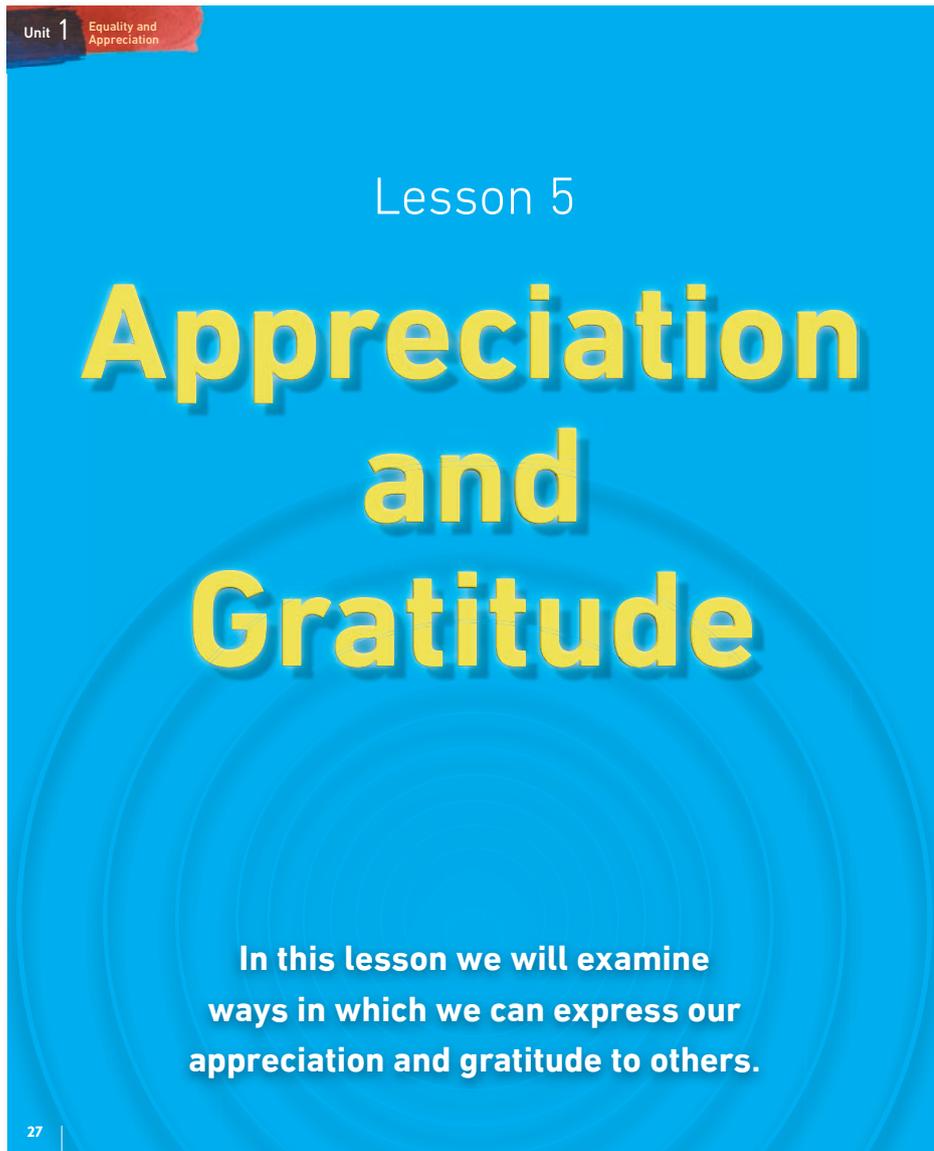
The high ability students can be reporters who interview members of other groups about what happened and what they thought. Then they return to their own groups and share what they heard.

Walk around, giving support and direction to the activity. Allow 7 to 10 minutes for the discussions. Then let the groups share their ideas with the whole class.

This activity gives students an opportunity to work in groups, to express opinions, to share their own way of thinking and to understand that different people have different ideas.

Lesson Objectives

- Define appreciation
- To be familiar with statements of appreciation
- To understand the ways of expressing appreciation
-gifts, respect, friendship
- To recognise the importance of expressing appreciation towards family and friends

**Required Materials**

- Sticky notes
- Student Book
- Card
- Crayons
- Pieces of paper
- Pen
- Brown and green cardboard paper
- White sheets

Learning Outcomes:

- Can describe appreciation and be able to express it in appropriate ways.

Vocabulary

gratitude

appreciation

admiration

care

I appreciate
your work

1 Write a statement of gratitude on a piece of paper to a classmate who has been kind to you. Begin like this: *Thank you for ...*

- Scrunch the piece of paper into a ball and put it into the basket the teacher will provide.
- Take someone else's ball out of the box, read what is written, and try to guess who wrote it.

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Gratitude

Feelling appreciative and grateful

Appreciation

Knowing something's worth and value; giving things their due respect

Admiration

Respectful approval; liking something in a respectful way

Care

Look after; show concern

I appreciate your work!

I value your work and realise its worth

Activity 1 (15 minutes)

Writing statements of gratitude

Write on a piece of paper: I thank ____ because ____.

Each student picks a classmate to whom they wish to express gratitude and appreciation. Each student completes a statement about a classmate, filling in the name and the reason for thanking that person.

Students fold up their pieces of paper and throw them into the basket.

Then each student takes a turn to pick a piece of paper from the basket and read the message. They try to guess who wrote each one.

Give the papers to the people they are addressed to.

Ask: How do you feel when you receive this message? How did it feel to write the message?

Encourage them to use words such as pleased, happy, grateful, proud, excited, warm.

Have students explain why it is important to show appreciation and gratitude. Reflect on how it feels to receive messages of appreciation and gratitude.

Learning targets:

Expressing appreciation and gratitude feels good.

Receiving messages of thanks makes us feel appreciated.

Activity 2 (15 minutes)

Listen to the story (5 minutes)

Read the story of 'I Have The Right To Play (1)' twice. Read slowly and with expression. Stop to explain any words that the students do not understand.

Questions for Discussion (5 minutes)

Pose the discussion questions. Give students time to think and share their answers. Give a variety of students an opportunity to answer.

Emphasise the necessity of thanking those who help us. Acts of assistance and service are like gifts. Focus on these points:

- Expressing appreciation is important.
- Expressing appreciation to someone makes them feel good about themselves and what they did.

Let's Think (5 minutes)

Have students answer the questions: How can we express our appreciation and gratitude to others?

Who do we have to express gratitude to?

Encourage students to remember how the characters expressed their gratitude in the story. Ask: How else can we express gratitude? (Saying thank you, hugs, smiles, gifts, treating others respectfully, and so on.)

Have students relate appreciation and gratitude to their own lives. Who are some people that help you at home and in your neighbourhood? Who are the people who keep us safe? Who helps to keep your house clean? Who helps when you are sick? Direct them to think of people such as family, housekeeper, nurses and police officers.

Guide students towards these conclusions:

- Gratitude takes many forms.
- There are many people in our lives who deserve our gratitude and appreciation.

Our Teacher, Ms. Nora

2

One morning, we went into our classroom, as usual, and found a new teacher waiting for us. We were very surprised. She introduced herself as Ms. Hala, and said that she would be replacing our classroom teacher, Ms. Nora, for a month. She told us that Ms. Nora had had a baby the day before and so would need to stay at home for a while.

During the break, Rajeef suggested that the class make a card for Ms. Nora, to say thank you for all that she had done, wishing her and her baby a life of health and happiness, and promising to visit her at the weekend. 'That's a great idea!' everyone agreed.

When we returned to our classroom, we told Ms. Hala about what we planned to do. She said it was a great idea and gave us a colourful card to use.

Each of us drew a small cartoon and wrote a few words next to it expressing our appreciation and gratitude to Ms. Nora. Then we all signed the card. That weekend we visited Ms. Nora in her house. She greeted us warmly. We happily gave her the card, and she thanked us and kissed each of us on the forehead. A month later we were delighted to see Ms. Nora

return to our class. The following week we organised a party with Ms. Nora's help and invited Ms. Hala, so that we could show our appreciation and gratitude to her as well.



Questions for Discussion

- Why do you think the students wanted to show gratitude and appreciation to their teacher?
- If you were one of Rajeef's classmates, what words would you have used to show your gratitude to Ms. Nora?
- In the story there are two other situations where gratitude is shown. Can you find them? Who showed gratitude, and to whom, and why?



Let's think about the following questions: How can we show our appreciation and gratitude to others? Who should we show gratitude to?

Activity 3 (10 minutes)

Expressing appreciation and gratitude (5 minutes)

Students think of someone who deserves your gratitude. It can be someone in their family, at school or in their community.

Divide the students into two groups – low-ability and high-ability.

Distribute cards of appreciation and gratitude for each to complete.

Differentiated Learning

The low ability group can write simple statements of thanks.

The high ability students can write more detailed statements.

Support student learning by writing sentence starters or reasons of gratitude on the board.

- My dear... mother/father/brother/cousin/teacher
- I am grateful to you because...
- You guide me / offer help/ listen to me / understand my feelings
- Teach me / educate me / explain things to me
- I would like to say ...
thank you / I love you / I appreciate you.

Students can give the cards following to the appropriate recipients.



3 How can I show my appreciation and gratitude to those around me?

Make a card showing gratitude and give it to someone in your family, school or neighbourhood who deserves it.

Dear

I am grateful to you for

.....
.....

And I would like to say:

.....
.....



4 Look at the pictures and complete the messages.



A Nurse

Thank you for

I appreciate

Activity 4 (10 minutes)

Expressing gratitude for service

The teacher asks the students to think of people who help in our community. Who are people who help others?

Have students explain what they do and how we could thank them.

Suggest that they look at the pictures and identify the people and what they do. Then they recommend possible expressions of gratitude.

Possible answers:

The nurse offers care, treatment, comfort. We could say thank you, send a card or give a thank-you gift.

The soldier defends the country and protects us. We could say thank you, stand to show respect, or salute.

The paramedic helps people in need, offers food and treatment. We could say thank-you.

Students may have many more ideas, such as authors, greengrocers, cleaners and inventors. Emphasise the need to thank others for their service, to be respectful of



B Emirati soldier

Thank you for
I appreciate



C A paramedic from UNICEF

Thank you for
I appreciate



5 The class makes a 'gratitude tree' together.

Draw a big, leafless tree on a piece of card. Stick it on the wall.
Cut leaves out of white paper and stick them on to the branches.
Each person in the class writes a message of gratitude on one of the leaves to the teacher or to a classmate, showing appreciation for something kind they once did.
Keep the exercise going for the next month - keep adding leaves when you want to show your thanks to someone.
At the end of the month your teacher will take a photo of everyone next to the tree. At that point the tree should be heavy with leaves.



what they provide, and to help, for example by keeping places clean.
Lead students to realise that gratitude comes from service that people offer to others. Different people may offer service in different ways, depending on their work and responsibilities. Appreciation may take the form of words, but it can also come in the form of actions. Taking care of the things that others provide is a form of appreciation.

Activity 5 (15 minutes)

Gratitude tree

Remind students about the statements they wrote in Activity 3. Ask: How else could we express gratitude? What else do we do for our (parents, siblings, teachers, friends, grandparents) to show we appreciate them?

Have the students recount the concepts of gratitude. Gratitude is being thankful for what we receive and what others do for us. Appreciation is recognition of the value of something, whether it is a person, a thing or an action.

Have students suggest their own ways of showing appreciation and gratitude. Introduce the idea of the gratitude tree. Work through the steps to make the tree.

If you wish, you can put a box of white paper leaves next to the tree. During the month, students can write statements of gratitude on the leaves and add them to the tree.

This activity gives students opportunities to make expressing gratitude an everyday habit that brings them a feeling of joy and appreciation for others.

Review the key concepts explored in this lesson. Encourage students to reflect on what they have learned:

- I learned to express my appreciation and gratitude using words and actions.
- I learned that there are many people that deserve appreciation and gratitude.
- I learned to express appreciation and gratitude every day.

Theme 1: Character and Morals

Unit 2:

(IC5) Me and My World

Unit Objective

This unit aims to make students look beyond the world that consists of their home and school and towards the bigger world. They will also discover the important people and things in their lives, reflect upon the reasons behind this importance, and show them ways of taking care of their world, including their environment.

Unit Description

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

Theme Personality and Morals

Me and My World

Lesson 1	My Place in the World
Lesson 2	What Do I Know About Where I Live?
Lesson 3	I Take Care of My World
Lesson 4	Risks Threatening Our World
Lesson 5	Environmental Protection Project



What do I know about my place in the world?
What's my role in protecting my world?

The Central Question

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

Exploratory Questions

What is my place in the world?

What do I know about the place where I live?

In what way is the place I live in important to me?

How can I take care of the place where I live? Why?

What are the dangers that threaten the environment?

How can I help protect the environment?

Exploratory Questions

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

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Learning Outcomes - Unit 2

Me and My World

- Show awareness of their world and where they fit in it, from their experience with their direct environment to their experience with the bigger community, and be curious about finding out more
- Determine the people or things that are important to them (traditions, places, heritage, nature, values and so on), justify their importance and show them care and appreciation
- Understand the importance of protecting the environment (at school, in society and in the world) and know the harmful factors and the ways of limiting the amount of damage
- Work on protecting their environment using communicative skills to encourage others to do so as well, use problem-solving skills to overcome obstacles and show perseverance in accomplishing a task

Lesson 1

My Place in the World

What is my place in the world?

35

Lesson Objective

This lesson aims to introduce to the students the world, the Arabian Gulf, the United Arab Emirates, their city and the place where their school or local community is located, and to explore the relationship on the local, national and international levels.

Required Materials

- The book
- Interactive board or LCD projector (if available)
- Globe
- Four maps of the world on A3 papers
- Four maps of the United Arab Emirates on A3 papers
- Crayons
- iPads (if available)
- Cards cut into circles with different sizes for writing
- Straps

Learning Outcomes

- Show awareness of their world and where they fit in it, from their experience with their direct environment to their experience with the wider community, and be curious about finding out more.

Vocabulary

location

country

continent

planet

planet Earth

map

world

Questionnaire

1 A Answer the questions.

- a What is the name of your school?
- b Where do you live?
- c What is the name of your street?
- d What is the name of the emirate you live in?
- e What is the name of the country you live in?
- f What is the name of your home country?
- g What is the name of the city or town you are from?

B Work in pairs. Compare your information with your classmate's information. Write the similarities and differences.

Me	My classmate
-----------	---------------------

Location	Pointing out the geographical location on the map.
Country	A political entity that includes a great number of individuals called "people", and it is a region in the world that has its own sovereign borders and enjoys a legal personality, a governmental system and political independence.
Continent	One of the five large land masses on the planet: Africa, Asia, Europe, America and Australia.
Planet	An entity that orbits around the sun; the main ones are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
Planet Earth	The surface of planet earth and its natural and political sections, which could be represented by a sphere made out of cardboard.
Map	A diagram showing different countries and features of the globe.
World	All that surrounds us; everything on planet Earth.

Introductory Activity 1 (15 Minutes)

Where am I?

• Before the activity, the teacher shows, on the board, the students a picture of the questionnaire card in the book.

a. The teacher explains what is required in the "Fill the Card" section, which should be performed individually within five minutes.

Differentiated Learning

• The students perform the activity under the supervision of the teacher, who should give more attention to beginners to help them fill out the required information. (The teacher may ask these students to form a single group and join them to provide the help they need.)

b. The teacher explains what is required in the "Card Comparison" section, which should be performed in pairs.

• Within five minutes, the students in pairs should fill out the form included in the book, with each pair including a beginner student and an advanced student to help the beginner student.

• The teacher receives answers from some students.

Through this activity, the students conclude that they come from different places, towns or cities, but they are in the same school or live in the same country.

Additional questions to enhance this concept: (5 Minutes)

• The teacher asks the following questions: In your opinion, why are we specifying our location? - To know our place in the world.

- Where did we start and where did we get to in this activity? - We started from the house and got to the country.
- What do the sections you wrote down refer to? How are they important? What are the important things in it? Different answers.
- How can we preserve them? - Not to pollute them, to preserve them, to maintain public hygiene, to preserve their components, to preserve their antiquities...
- What is the subject of the new unit? - Our place in the world and how we can preserve it.

The teacher directs the discussion among the students using these questions to help explore the objective of the new unit. The objective is looking beyond their immediate world represented by their school and house so they include the wider world, including places and people of importance to them. They then start thinking about how important these people, places and things are and how we can enhance them.

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

- The teacher reads "Me and My World – A Land of Happiness twice. (5 Minutes)
- The teacher uses the 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 with the students about the story, with participation from everyone.

Possible Answers:

- All celebrations start with the national anthem to express our love for our home country that unites us.
- India: Taj Mahal - Lebanon: Baalbek Castle - Egypt: Pyramids - USA: The Statue of Liberty.
You can also mention traditional food or clothes...
- Other Emirati landmarks and attractions: Hot Springs (Ras Al Khaimah), Burj Khalifa (Dubai)...
- International landmarks: The Tower of Pisa, the Eiffel Tower, Citadel of Damascus, the ruins of Jerash...

During the discussion, the teacher focuses on how important cultural diversity is in any country, especially in the UAE. It is particularly important in terms of learning more about the wider world and the people living in it. The teacher also emphasises the importance of having a home country that we love and feel proud of in all aspects. The teacher also locates the UAE on the world map.

2

Me and My World - The Land of Happiness

I recently went with my family to my brother Abdullah's school. We were going to see a play held at the school to mark the World Day for Cultural Diversity.

The theatre was packed with parents, students, teachers and other staff from the school. The judges would decide the winner of the best play. So they sat in the front row.



The curtain was raised to reveal a backdrop covered in photographs and flags. Then we all stood up for the national anthem of the United Arab Emirates.

Abdullah appeared on stage and started to welcome the actors. 'I am delighted to welcome my friends Sam from India, Raya from Lebanon, Hassan from Egypt and Julia from the United States of America. Welcome

to the Land of Happiness exhibition. I am happy you are here. Let me introduce you to the heritage of the United Arab Emirates.'

Abdullah held the brightly coloured flag of the United Arab Emirates. He pointed to a large map of the world beside him and said,

'This is where I am, in Asia, in the Arabian Gulf region.'

Then Abdullah pointed

to the pictures at the back of the stage. 'Here you can see our capital, Abu Dhabi, with its

clear waters, colourful fish and pearls. These birds are falcons and

over here we have the historic Qasr Al Hosn Palace. These beautiful palm trees

and these magnificent horses running through the desert symbolise our country. And finally, here is the Emirati

flag, flying proudly in the capital city.'



Questions for Discussion

- Why do you think all celebrations start with the national anthem?
- What do you know about the countries mentioned in the text?
- Do you know of any Emirati features and symbols that are not mentioned in the text?
- Do you know any features and symbols of other countries?

Let's think together about the statement, 'The UAE is characterised by cultural diversity.' What do you think this means? Share your thoughts with the class.

b. Let's think about the following statement: "The UAE enjoys cultural diversity."

- The teacher asks the students to think about this statement individually.
 - The teacher divides the students into pairs, and then asks them to share their ideas.
- The UAE enjoys cultural diversity, which is evident in how the actors in the play come from different cultures. (In fact, so do the workers in the school.) The actors all came together to the UAE where they share their thoughts about their home countries and their relationship with the world.

The students conclude by discussing a feature of the UAE.

Activity 3 (5 Minutes)**Look at the map of the world.**

- The teacher asks some introductory questions:
 - What type of diagram is this? A map.
 - What is its title? Map of the world.
- The teacher focuses on the six continents on the map.
- The teacher divides the students into groups with mixed levels.
- The teacher explains what is required “to locate our place in the world map”, and then hands out maps (a map for each group that matches the map in the book).
- Everyone in each group performs the activity, searching for the locations.

Students are being trained through this activity to read maps and locate places on them.

Note: If the class has access to iPads or computers with internet connection, the teacher will explain to the students how to locate their school or houses using “Google Earth” and describe their locations in the Emirate. This application is a live tool to help students locate their places precisely and their relationship to the wider world.

**3 Map of the world**

- Find Asia and mark it on the map.
- Find the Gulf region and mark it on the map.
- Find the United Arab Emirates and colour its borders red.



4 A Country I Know

Work in pairs. Name a country and find it on the world map. Then write a short description of where the country is located and some information about it.

Example: Egypt is a big country in North Africa. It has a very rich history. It also has many old buildings, for example the pyramids. The language of Egypt is Arabic, though many people speak English as well.



5 My Country

Imagine that a friend is coming to visit you from abroad. He/she wants to know everything about your country. Complete the table below with information that will be of interest to him/her.

- Country name:
- Famous local dishes:
- Traditional dress:
- Places and landmarks:
- Celebrations and holidays:
- Paintings and photos:

Activity 4 (10 Minutes)

I share with my colleague (Working in pairs)

- The teacher divides the students into pairs, and asks each pair to choose a name of a country they know. Then they search for it (on the maps or on the globe or using Google Earth), write down information on the book and write down a single piece of information they know about this country.
- The teacher receives answers from some students.
The teacher encourages the students who were born outside the UAE or who have not always lived in the UAE (if any) to participate and locate their home countries or the countries where they lived for a period of time. By doing this, they help identify each others' nationalities, which will help them understand the place they belong to and the places the others belong to in the wider world.

Activity 5 (Optional) (15 Minutes)

Welcome to my country

- The teacher explains the requirements of the activity.
- The teacher asks the students to perform this activity individually within ten minutes.
- The students present their cards to their colleagues.

In this activity, the students learn new information about other countries and communities, which means learning about the wider world they belong to. The teacher should pay particular attention to students of different nationalities (if any).

Conclusion (5 Minutes)

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

I can locate my place in the world, starting from the house and school, through to the city and Emirate I live in, and ending with the country and the wider world.

We are connected to a wider world that goes beyond the limits of our houses and schools and includes our country and wider region. Each of these areas has its importance and role, so we should take care of and protect our country in this wider world.

Lesson 2

What Do I Know about Where I Live?

Who are the important people in my life?

What are the things that matter to me?

41

Lesson Objective

This lesson focuses on the things that are important to students, how they assume the responsibility of taking care of their place of residence and preserving their customs and traditions.

Required Materials

- Small papers
- The book
- Papers
- Crayons
- Computers for accessing the Internet
- Cards
- Pictures
- Pens

Learning Outcomes

- Show awareness of their world and where they fit in it, from their experience with their direct environment to their experience with the wider community, and being curious about finding out more.

Vocabulary

crafts

customs and traditions

important things

community



1 What matters to me?

- Think about the people, things and places that are important to you.
- Write your ideas on three pieces of paper. (Use one for important people in your life, one for your important things and one for your important places.)
- Stick them on the board.

People

Things

Places

Unit 2 Lesson 2

42

Crafts

Professions, crafts or means of earning such as agriculture, industry, commerce, etc.

Customs and Traditions

Customs are activities that people get used to doing effortlessly for a certain time; traditions are people's cultural heritage, inherited from their ancestors.

Important things

All things, places, customs and traditions that we want to keep and preserve.

Community

A group of people who share common bonds, interests, traditions and rules.

Introductory Activity 1 (10 Minutes)

What matters to me?

Differentiated Learning

- The teacher divides the students into mixed groups and assigns the tasks as follows:
 - All students to share important things related to them personally.
 - Beginners:** To draw their own full list.
 - Advanced Students:** To write down what is being said and draw their own list including captions for each drawing.
- The teacher shall draw the students' attention to occasions, feasts and gatherings of importance to them.
- After completing this activity, the teacher will ask the students to present the pictures and descriptions on a wall board hung in the class. They are classified under three major titles: Persons - Things - Places.

If there is an access to a computer and a printer, the teacher will allow the students to search for some pictures of places and maps that are important to them...

The objective of this activity is to enhance the students' ability to discuss and debate in order to determine what is important to them in this world. Reference should be also made to family, friends, feasts and occasions and how important their roles are in building our society's traditions, heritage and customs.

Activity2 (15 Minutes)**Let's listen to the story (5 Minutes)**

- The teacher reads "Me and My World – Where Civilisations Meet" twice. (5 Minutes)
- The teacher uses a narrative tone while reading.
- The teacher makes sure the way he reads the story helps the students to understand the meaning behind it.

a. Questions for Discussion (5 Minutes)

- The teacher leads a discussion with the students asking questions and encouraging everyone to participate.
- The sentence represents how Raya loves the UAE and how important it is to her.
- The Lebanese territories that the students can mention: Beirut: The capital - Zahle: Bardouni River - Anjar: Castle - Tripoli: Khan Al Saboun.
- The various peoples and civilisations that once lived and left their impact on Lebanon, such as Baalbek and Tyre castle, demonstrate the rich heritage and cultural variety of Lebanon.
- Some of the common qualities between the worlds of Abdullah and Raya: Two Arab countries that enjoy archaeological sites, cultural diversity, openness to the world, and sea views.

During the discussion, the teacher sheds light on how important it is for students to know about new countries that represent a part of their world. This will enhance their curiosity and keenness to know more about the surrounding countries and their peoples.

Note: If there are Lebanese students, the teacher will allow them to talk about their country and introduce it and its characterisations and value to other students.

2

Me and My World: Where Civilisations Meet

As the curtain went up, my brother Abdullah appeared on stage with his friends. I clapped as loud as I could, and when I looked at my parents, I saw how happy and proud they were.

Draped in the Emirati flag, Abdullah went up to a girl. She was wearing a traditional Lebanese dress, a golden cloak and tall conical hat or 'tantour.' Abdullah asked, 'Where are you going to take us, Raya?' She replied, 'Abdullah, I am delighted to unite my country's flag with the flag of the country I live in now - the UAE. Our countries have shared ties of brotherhood and friendship, built on respect and co-operation. I'm going to take you, Julia, Sam and Hassan to my world.'



The five actors stepped forward. They lifted the curtain to reveal a map of Lebanon made out of Lego.

‘We’re going to leave the United Arab Emirates now and travel to Lebanon, my home country is also in Asia on the Mediterranean Sea. It’s one of the smallest Arab countries but has a rich and diverse culture.’

Raya pointed to the map.

‘This is Byblos, where the Phoenicians invented their alphabet. Here you can see our coastline. And here are our mountains, which are capped with snow in winter. Over here is the citadel of Baalbek, and this is the Jeita Grotto. Down in the south is the ancient city of Tyre, where the dye “Tyrian purple” was first made. I would like to invite you all to visit my country and hope to see you there soon.’



Questions for Discussion

- What do you think Raya meant when she referred to ‘shared ties of brotherhood and friendship’?
- Do you know of any Lebanese regions that Raya didn’t mention? Do you know what they are known for?
- What shows Lebanon’s rich and diverse cultural heritage?
- What have the worlds of Abdullah and Raya got in common?



Let’s Think Together. What does the expression ‘My Beloved World’ mean to you?

B. Let’s think together about the following phrase: “My Beloved World” (5 Minutes)

- The teacher asks the students to think about this statement individually.
- The teacher divides the students into pairs, and then asks each pair to join with another two pairs.

The students conclude how important her home country is to Raya and express the same feelings through describing what their home countries represent to them.

The teacher encourages the students to use phrases of love, gratitude, pride and appreciation towards their home countries.

Activity 3 (15 Minutes)**My World in Boxes**

The teacher directs the following question to the student:

Which room in your house is important to you? Or, who is the important person to you in your family?

The teacher listens to what some students have to share, and then explains the requirements of the activity.

a. In the following boxes, draw to express what matters to you in:

- Your house or family
- school or friends
- city and society
- home country

b. The teacher asks the students to perform this work individually within five minutes.



3

My World in Boxes

A You are going to draw four pictures. In your drawings, try to show what is important to you.

Your school or your friends

Your home or your family

Your country

Your city or community



B Work in pairs. Show your drawings to your partner. Explain how the pictures show what is important to you.

- b.** Share your drawings with your classmate and explain why the content of each box is important to you and how you show respect for it.
- The teacher asks the students to move around the classroom, and, when they hear the audio signal, each one of them should move towards the nearest colleague to share his or her drawings while explaining the importance of each box.
 - The teacher asks the students to explain the significance of their colleagues' boxes and talk about what drew their attention in them.

This activity aims to introduce to the students the world around them, including people and things, and encourage them to think about how important they are to them. The teacher asks the students to use positive phrases while speaking about things of importance to them based on the outcomes of the previous unit.

Activity 4 (10 Minutes)**Customs and Traditions Around the World**

- The teacher explains the activity: Choosing a country, research one of the customs, traditions or special occasions this country celebrates and provide pictures.
- Students present their work to their classmates.

In this activity, students will learn more information on other countries and communities, especially about their customs and traditions. This enables them to draw a clearer picture of the wider world they live in.

4**Customs and Traditions around the World**

- Choose a country and research a custom, tradition or event celebrated there.
- Collect pictures and information about your research topic.
- Present your work to the class.

Brazil



Kuwait



England



United Arab Emirates



Russia





5 Sharing Customs and Traditions

Tell the class about a traditional craft practised by your family or in your country. Describe its purpose and benefits.

Unit 2 Lesson 2 | 48

Activity 5 (Optional) (Group work)

Share with your classmates a traditional craft practiced in your family or country. Describe it and mention its purpose and benefits.

(5 Minutes)

- The teacher asks the students to think about a traditional craft practiced in their family, community or country.
- The students describe this tradition in groups, explaining its importance and their opinion about it.
- The teacher listens to some answers.

This activity aims to encourage the students to learn about traditional crafts from each other in order to help them appreciate the concept of being different and explore its benefits, charm and importance. Introduce them to some crafts and teach them how important it is to preserve these crafts.

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

We have learned that scientific advancement and progress do not remove the need to preserve the customs and traditions that are passed down to us that enrich our communities and make them special. We have learned to assume the responsibility of taking care of and preserving our place of residence and encouraging others to do so in different ways. We have learned that preserving customs and traditions is important, for they give each community its unique identity. They also contribute to the unity of all members of the community and strengthen the relations between them.

We have acquired more information about the customs and traditions that exist in the wider world we live in.

Unit 2 Me and My World

Lesson 3

I Take Care of My World

How can I take care of the people and things that are important to me?

49

Lesson Objective

This lesson aims to focus on things that are important to students, and how to assume the responsibility of taking care of their place of residence and preserving customs and traditions.

Required Materials

- Small papers
- The book
- Papers
- Crayons
- Computers for accessing the Internet
- Papers and cards
- Pictures
- Pens

Learning Outcomes

- Determine the people or things that are important to them (traditions, places, heritage, nature, values, and so on), justify their importance and show them care and appreciation

Vocabulary

taking care of things

cradle of civilisation

organisation



1 One, Two, Three

Review the list of important people, places and things on the classroom wall.

- Choose **one** person, place or thing that is important to you.
- Give **two** reasons for your choice.
- Suggest **three** ways to show respect for what you have chosen.
- Share your thoughts with the class.



Unit 2 Lesson 3 | 50

Taking Care of Things

Taking care of it and protecting it from harm.

Cradle of Civilisation

Where the civilisation was born.

Organisation

An institution with specific objectives, often in the areas of politics unions or culture.

Preliminary Activity 1 (5 minutes)

Game of the Day: One, Two, Three (individual/pair work)

- The teacher asks students to look at the important list they have created in the previous lesson.
- He explains what is required in steps a, b, c, and d.
- He instructs them to write the answers down on small papers.
- The teacher asks students to form pairs and share their thoughts.

This activity aims to link this lesson to the previous one by recalling people, places or things that matter to students and to show their importance so they can look into ways of taking care of them and preserving them.

Activity2 (15 Minutes)**Let's listen to the story (5 minutes)**

- The teacher reads twice the story of: "Towards a Better Tomorrow".
- 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 with students, by asking questions and encouraging everyone to participate.
- The location is the common between Abdullah, Raya and Sam, because all three countries are located in Asia; all three countries contain old civilisations; and all three countries contain customs, traditions and a special heritage.
- India has preserved its heritage through the transition of habits from parents to sons and taking care of and preserving them.
- Trees are cut down due to the increased demand for timber, agricultural lands and urban invasion.
- Some benefits of trees: they beautify nature; they purify the air; and they are inhabited by some animals.

Throughout the discussion, the teacher focuses on introducing students to new countries that form a part of their world. This will stimulate their thirst for knowledge and nurture their passion for learning more about their surrounding countries, their peoples, their customs and their traditions. It will also draw their attention to dangers threatening the environment. These questions are in preparation of the next lesson.

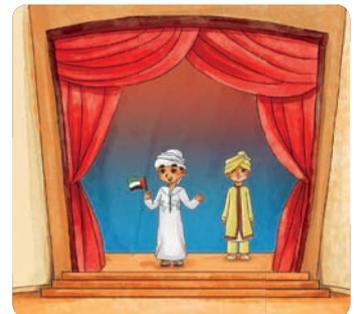
Note: If one of the students is of Indian nationality, he/she will be chosen to share more information about India.

2

Towards a Better Tomorrow

Sam comes on stage in his colourful national costume and bows to the audience. Then he turns to my brother Abdullah and says, 'Who am I? Where do I come from?'

Abdullah presses a button on the device in his hand and a film starts playing on the large screen at the back of the stage. The film shows the friends on a bus tour of Bangalore. Sam says, 'I am Sam. I was born here in Bangalore in India, also in Asia. India was the cradle of the Indus Valley Civilisation. It is a country of many religions, cultures, languages and attractions. These attractions include the Taj Mahal, one of the wonders of the world. Bangalore is India's information technology capital. It was technology from Bangalore that helped



India send a probe to Mars! At the same time, we have not forgotten our traditional heritage, customs and festivals. Now, on our bus tour, we can see the green forests of the city.'

'What a beautiful forest!' said Abdullah. 'I would love to visit it.'

At this, Sam's face fell. He said sadly, 'I'm afraid, Abdullah, that logging is destroying our forests. Fortunately the government is taking action to stop this and hopefully we'll be able to preserve our natural beauty. Do you have the same problems in your country as we have in India?'

Questions for Discussion

- What do the worlds of Abdullah, Raya and Sam have in common?
- How do you think India is preserving its traditional heritage, customs and festivals?
- Why do you think people are cutting down trees?
- What are some of the benefits of trees?



Let's think together about the saying, 'The place I live in now is now my home.' Does this apply to Raya and Sam?

b. Let's think together about the popular saying: "The place I live in now is now my home". Does this apply to Raya and Sam?

The teacher here emphasises that the country we live in becomes our homeland and we must love and respect it. He quotes some of Raya's words in the previous lesson: "United Arab Emirates which I love to live in... Let's start with United Arab Emirates, the land of happiness and safety..."

This activity aims to promote the idea that the country we live in must be respected and fully appreciated.

Activity 3 (10 minutes)

Share your ideas with your colleagues and give three suggestions to reduce the number of trees that are cut down.

- The student shares with his colleague and gives three suggestions for what the State can do to address this environmental threat.

Suggested Answers:

- Converting forests to nature reserves - Encouraging tree planting - Punishing those who cut down trees - Encouraging paper recycling - Encouraging the use of artificial wood...

This activity aims to emphasise the importance of tree and the need to preserve it.

Activity 4 (10 minutes)

Think about the following pictures and discuss them as a group. Then, write whether these people care about their world or not, and what you think is the result of their actions? (Group work)

- The teacher asks the students to contemplate all four pictures for one minute.
- The teacher asks two questions, discussing each picture individually and taking the answers from several students:
 - **Picture 1:** No, the result of their actions will sabotage their place of residence and it will not be beautiful - It will pollute the environment - It will become an unhealthy place...
 - **Picture 2:** Yes, they contribute to preserving the heritage...
 - **Picture 3:** Yes, they contribute to the preservation the environment, especially sea and fisheries...
 - **Picture 4:** No, his actions will sabotage his place of residence, as he dirties the street and his country...

The activity aims to introduce students to the idea that many of their actions affect their environment.



3 Work in groups. Think of three ways in which we can reduce the number of trees that are cut down.

.....

We can reduce the number of trees that are cut down by

.....

.....



4 Work in groups. Do the people in the pictures care about the world they live in or not? What impact will their actions have on the world? Discuss and write.



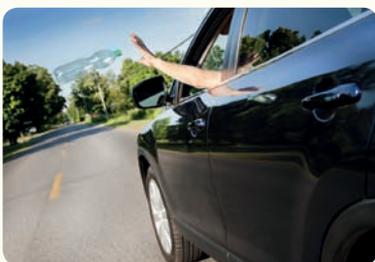
a
.....



b
.....



c



d



5 Taking Care of My World

Work in groups. You are members of the World Environment Protection Organisation. You have been asked to write a set of guidelines to help protect either the land or the sea environment. Think of six recommendations. Write a list.

Activity 5 (Additional) (Group work) (15 Minutes)

Taking Care of My World

Imagine you are a member of the World Protection Organisation. Then participate in designing a guiding advertisement to preserve the ocean or the environment. (10 Minutes)

Differentiated Learning

- The teacher divides the students into four homogeneous groups and assigns tasks as follows:
Two groups of beginners: Create a representative advertising scene (one draws attention to dangers surrounding the environment, and the rest of group advises on how to take care of the ocean and environment).
Two groups of advanced students: Design a guiding advertisement by pictures expressing some ways to protect the environment and then write an expressive phrase for each picture.
- During the activity, the teacher checks on all groups to guide students and help them finish the work at hand.

This activity encourages students to assume more responsibility for taking care of their environment and preserving their place of residence. It also encourages them to take an effective stand towards others to spread awareness and push them to take care of their surroundings and the environment wherever they go.

We learned to assume the responsibility of taking care of our place of residence, preserving it and encouraging others to do so in different ways.

We learned that preserving customs and traditions is important, for they give each community its unique identity. They also contribute to the unity of all members of the community and strengthen the relations between them.

We acquired more information on the customs and traditions that exist in the big world we live in.

Lesson 4

Risks Threatening Our World

What are the risks that threaten the environment?

55

Lesson Objective

This lesson aims to introduce students to the concept of environment and to the dangers surrounding it. It also explores the importance of preserving the environment in near society (neighbourhood, school, street) and in remote society (region and country) as well as helping students realise their responsibilities in preserving the environment at the global concept.

Required Materials

- The book
- A plastic glass, a glass of water, a spoon of flour, a little soil, a spoon of oil, pencil filings
- Cardboard paper, pictures of healthy environment and pictures of damaged environment from old magazines and newspapers or from websites
- Glue

Learning Outcomes

- Understand the importance of protecting the environment (at school, in society and in the world) and know the harmful factors and the ways of limiting the amount of damage.

Vocabulary

environment

pollution

water resources

danger

1 Try this

- Work in groups. Collect the following: a plastic cup, water, a spoonful of flour, a little soil, a spoonful of oil, and some pencil shavings.
- Mix everything together in the plastic cup.
- Think about how the water can be made clean again.



Unit 2 Lesson 4 | 56

Environment	A group of natural elements that surround people, animals and greenery
Pollution	Damage caused to the natural environment by waste and microbes
Water Resources	The water and the contents of water surfaces, such as aquatic animals and plants
Danger	Something that can harm a person; exposure to the possibility of being harmed, injured or killed

Introductory Activity 1 (5 minutes)

- The teacher asks students to prepare the required materials to make the experiment.
- The teacher divides students into groups.
- The teacher asks each group to:
 - Contemplate the water and give it a certain description: Pure, clean, potable ...
 - Mix all materials with water in a plastic glass.
 - Conclude.
- The teacher asks the following: How is the water now? Is it clean? Is it potable? (Water is polluted and undrinkable.)
- The teacher asks students to find a way to return the water to its clean condition (how difficult it is to do so).

Through this activity, students will learn about pollution.

Students are aware that water pollution can easily occur. Purifying and returning it to its clean condition is costly and time consuming and may not be fully treated, requiring the need to preserve water from pollution.

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

- The teacher reads twice the story of "Coral Gardens". (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)

- An American state in the form of islands located at the Pacific Ocean. Its most important landmarks: Hanauma Bay, Arboretum Botanical Gardens, rainforest, zoo, The Diamond Head State Monument.
- Pollution affects air, water, soil and trees all over the world.
- Humans are responsible for the pollution which affects: man, animal and greenery.

Students conclude that there are important landmarks that must be preserved from the threats to natural resources and historical monuments all over the world, and that man is the first cause of pollution and the first victim of it.

b. I think of an expression: "We are all friends of this environment." (Pair work) (5 minutes)

The teacher encourages discussion by asking certain questions: Do we have to love the environment? Why? How useful it is? How can we be environmentally friendly?

The teacher confirms that everyone has a role in protecting and helping the environment, and that we become environmentally friendly if we keep the environment safe from pollution.

Coral Gardens

2

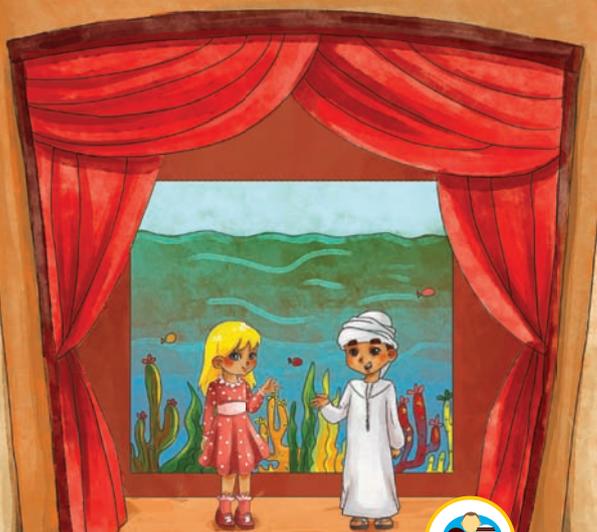
In the theatre, the show is ready to start. The curtain rises and the people can hear the sea. On a large screen, they can see a lady swimming deep in the water. She is wearing a diving suit. Many kinds of fish are swimming around her. They come in different colours. Suddenly, the people hear a voice. It is Abdullah. 'Who are you? How did you get here?' he asks.

The girl answers from behind the screen, 'I am Julia. I'm from Hawaii, in America. Hawaii is a group of hundreds of islands and coral reefs in the Pacific Ocean. I'm interested in coral reefs. I came to the United Arab Emirates to learn more about them. I wanted to see your beautiful sea life.'

'Come and tell us what you found out about the coral reefs', said Abdullah.

Julia walks onto the stage. She is wearing a red dress with white dots. She says, 'The coral reefs in many countries are dying because of pollution. I hope that other countries will copy the UAE and try to protect their sea life the way you do.'

‘Here in the UAE, we are all friends of the environment’, said Abdullah. ‘We know that we must look after it. You are always welcome to visit our coral reefs and their beautiful fish.’



Questions for Discussion

- Where are the Hawaiian islands? What is important about them?
- What are the causes of sea pollution?
- Who do you think causes sea pollution? Who does it hurt?



Let's think about the statement, ‘We are all friends of the environment.’ What can we do to help protect the natural environment?

Activity 3 (10 Minutes)

The student looks at each picture and identifies the problem that it shows and its causes. The student then tries to find the right solution for it.

Differentiated Learning:

Beginners: To draw the problem and solution.

Advanced Students: To write.

Suggested Answers:

1. Problem: Air pollution is caused by a large number of cars. Solution: Use shared transport, metro or environmentally friendly transportation.
2. Problem: Soil pollution is caused by wastes. Solution: soil treatment and tree planting.
3. Problem: Sea pollution is caused by wastes. Solution: Avoid disposal of wastes into sea.



3 Work in groups. What problems for the environment can you see in the pictures? How can we solve these problems?



Problem

 Solution



Problem

 Solution



Problem

 Solution

4

Work in groups. You are going to work on a project called 'I Must Look After My Environment'. Follow the steps below.

- Make a list of things that are a danger to the natural environment. This could be in the sea, in the air, or on the land.
- Make a poster with two columns. At the top of one column write 'A Healthy Environment'. At the top of the second column write 'An Unhealthy Environment.' Collect photographs and pictures showing dangers to the environment and healthy environments.
- Stick these on the poster in the correct column.
- Hang your poster on the wall outside your classroom.
- Invite other students and teachers to write comments on your poster.

Activity 4 (20 Minutes)

- The teacher divides the students into groups and asks each group to think about threats to our environment (desert, sea, air, marine life, wildlife and so on).
- The teacher directs students to make a poster divided into "healthy environment" and "affected environment".
- The teacher divides students into three groups: marine environment, aerobic environment and terrestrial environment.
- The teacher provides students with old environmental magazines and newspapers.
- The teacher asks each group to collect pictures from magazines, newspapers or the Internet and pin them on the board.
- The teacher fixes the board on outside wall (corridor).
- The teacher asks other students and teachers to write comments on the board.

This activity is considered a launch of the environmental project, which will be applied in the subsequent classes. It contributes to the identification of elements of environmental pollution and its manifestations, as well as finding solutions.

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

Dangers surround water resources, air, soil and forests all over the world, so we have to protect environment in order to have a healthy life.

Caring for and preserving the environment are the responsibility of everyone living on this planet.

Lesson 5

Environmental Protection Project

How can we protect the environment from the threats that endanger it?

61

Lesson Objective

Understand why it is important to protect the environment (school, community and global), the things that can damage these environments and know how to minimise or prevent environmental damage. Take action to protect their environment, using communication skills to work with others and engage them in this action, and use problem-solving skills to overcome challenges and show commitment and persistence to complete the task.

Required Materials

- The book
- Internet

Learning Outcomes

- Understand the importance of protecting the environment (at school, in society and in the world) and know the harmful factors and the ways of limiting the amount of damage.
- Work on protecting their environment using communicative skills to encourage others to do so as well, use problem-solving skills to surpass obstacles and show perseverance in accomplishing a task.

Vocabulary

restoration

reserve

slogan



1 Agreeing and Disagreeing

Ibrahim bought a traditional old house in Al Ain. He wanted to knock it down and build a new one. His friend Yasser said he should keep the old house and restore it.

Who do you agree with? Ibrahim or Yasser? Find someone in the class who disagrees with you and talk to them about it.



Unit 2 Lesson 5

62

Restoration	Repair
Reserve	A geographic area with a purpose of preserving environmental resources
Slogan	A symbol used to clarify a certain idea

Introductory Activity 1 (15 Minutes)

Opinion and dissenting opinion

- The teacher reads the problem and asks students to think of the situation of Ibrahim and Yasser.
- The teacher divides students into two groups: the first group adopts Ibrahim's opinion and the second group adopts Yasser's opinion.
- The teacher gives both groups some time to prepare ideas and arguments in support of each other's opinions.
- Each student from the first group chooses a colleague from the second group to discuss and support his opinion.
- Ibrahim's opinion: I support modernity and development / I will build a modern house / This house is old and cannot be accommodated in this age ...
- Yasser's opinion: The old house is an indication of our heritage and we have to preserve it. You can live a modern life and follow the development in an old house that requires some restoration and rehabilitation or preservation of the environment includes preservation of our heritage...

This activity introduces students to the importance of preserving archaeological buildings, and that caring for and preserving the environment also includes the preservation of archaeological buildings.

Activity2 (20 Minutes)**Let's listen to a story**

- The teacher reads twice the story of "Human World". (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 UAE turned deserts into oases by taking care of the environment (planting trees, transporting water and so on).
- Open answers.
- Let's preserve the environmental resources and natural resources.

2**Human World**

The curtain rose again. The large screen showed a boy sitting in the middle of the desert. He looked very sad. Abdullah, Raya, Julia and Sam went up to him. Abdullah asked him gently: 'Who are you?'

The boy replied, 'I am Hassan. I am from Egypt. Egypt is one of the oldest places on Earth. It is in the north of Africa.'

Raya said, 'Why are you so sad?'

Hassan said, 'The desert called me. It said, 'My friend, why have you left me all alone? The birds and all the other living creatures are gone. My sand is almost gone. There is no water. There are no trees to protect me.'

Abdullah held out his hand to Hassan and said, 'Come with us. We will all work together to help the desert. But first, let's go to the UAE and ask the desert there, 'Who made you happy? How did you become so green.'

Now the screen showed a desert in the UAE, with flowers and trees. Everyone smiled. Abdullah said, 'Don't worry Hassan. We know how to protect the desert. We will water it.'

Raya said, 'I will plant trees.' Julia said, 'I will build houses near the desert.' Sam said, 'I will give it electricity.'

Then, the screen went dark. The friends stood together on the stage. They said, 'If we work together, we can make our world a better place.'

Then, one of the judges stood up. He said, 'The winner is "Human World". We invite the "Human World" team to perform at the Mother of Nation Festival in Abu Dhabi.'



Questions for Discussion

- Who made the UAE deserts green? How did they do it?
- Have you ever visited a nature reserve in Abu Dhabi or anywhere else in the UAE?
- Why should we care about nature reserves? What use do they have?



Let's think about the statement, 'If we work together, we can make our world a better place.' What does this mean?

b. Let's contemplate the following statement together: "If we work together, we can make our world a better place." (5 minutes)

The teacher encourages discussion by asking the following question: How can we cooperate to protect our local environment? (Beach cleaning campaign, garden landscaping and public spaces and so on).

The teacher highlights the importance of team work when rescuing the environment.

Activity 3 (15 Minutes)**Let's Maintain Our Resources.**

The teacher reads the speech of H.H. Sheikh Zayed to the students and asks: What are the resources that must be preserved?

These include water, natural resources and power resources.

Preserving heritage and traditions.

The teacher puts students in pairs to discuss resources and heritage represented in pictures.

The teacher receives various answers.

The teacher facilitates a discussion on ways to keep the water clean, economic use of water and traditions such as camel racing.

This activity highlights the need to preserve the natural environment, heritage landmarks, heritage and traditions.

3 Looking after our resources

The late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) said, 'Our environment and resources are not our property; they have been entrusted to us. We all have responsibility for looking after them and passing them on safely to future generations.'

Talk about this in groups. Look at the photographs. How can we protect these traditions?



4 Protecting the environment

Put a tick (✓) beside good behaviour and a cross (X) beside bad behaviour.

- I keep the tap on when I brush my teeth.
- I switch off the light when I leave a room.
- I sort my rubbish into: paper, metal, plastic and glass.
- I plant trees near my house.

5 Let's each plant a tree.

Go to a park with your friends. Plant a tree to show how much you care about protecting the environment.



Unit 1 Lesson 1

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Activity 5 (45 Minutes)

Let's each one plant a tree.

Students go on a trip with teachers to a nearby park so that each one of them plants a tree.

Activity 4 (10 Minutes)

How do I preserve my environment?

- (✓): b, c and d / (X): a.

Differentiated Learning:

Beginners: The teacher reads statements and puts the right mark.

Advanced Students: They read statements themselves and put the right mark.

All students discuss actions to be taken to preserve the environment.

This activity helps students learn about their role in preserving the environment at home and in the surrounding environment, so that they realise that preserving the environment is the responsibility of each of us.

Glossary

Admiration: The sense that you admire something, find it appealing or are pleased with it

An unfair person: An unjust person who harms others or takes their rights

Appreciation: Realising the value of something; giving something its deserved respect

Care: To look after someone or something; to be attentive to a person or thing

Community: A group of people who share common bonds, interests, traditions and rules

Confronting discrimination collectively: A collective effort, uniting efforts to reject discrimination and seeking to involve others

Confronting discrimination individually: An individual effort to reject discrimination

Confronting discrimination: Rejecting unfair distinctions; allowing everyone to participate

Continent: One of the five large land masses on the planet: Africa, Asia, Europe, America and Australia

Country: A political entity where a large number of people combine to form a nation; an area with its own borders that has a legal personality, a government and political independence

Cradle of civilisation: Where the civilisation was born

Craft: Profession, craftsmanship or means of earning such as agriculture, industry, commerce, etc.

Customs and traditions: Customs are activities that people get used to doing effortlessly for a certain time; traditions are people's cultural heritage, inherited from their ancestors

Danger: Something that can harm a person; exposure to the possibility of being harmed, injured or killed

Difference: Variance, contrast

Discrimination against animals: Animal abuse; disregarding animal rights

Discrimination in treatment: Discrimination in the way you treat people based on their different races, abilities, colours or beliefs

Discrimination: Isolating, differentiating or segregating someone; giving preference to some people over other people

Earth: The surface of the globe and its natural and political sections; it is often represented by a ball made out of cardboard

Environment: A group of natural elements that surround people, animals and greenery

Equality: Treating people without discrimination, regardless of colour, gender or abilities

Equally: Treating others without discrimination

Fair: Giving others their rights; treating others justly

Fairness: Fulfilling the rights of others; fair treatment

Gratitude: Being thankful and not forgetting a kind deed

I appreciate your work: I value your work and realise its worth

Important things: All things, places, customs and traditions we want to keep and preserve

Just: Fair; giving people their rights

Justice: Giving people their rights; fairness; absence of injustice

Logo: A symbol used to clarify a certain idea

Map: A diagram showing different countries and features of the globe

Organisation: An institution with specific objectives, often in the areas of politics unions or culture

Planet: An entity that orbits around the sun; the main ones are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune

Pollution: Damage caused to the natural environment by waste and microbes

Reserve: A geographic area with a purpose of preserving environmental resources

Restoration: Repair

Specifying a location: Pointing out the geographical whereabouts on the map

Taking care of a thing: Looking after it and protecting it from harm

Unfair: Unjust; depriving someone of their rights

Water resources: The water and the contents of water surfaces, such as aquatic animals and plants

World: All that surrounds us; everything on planet Earth

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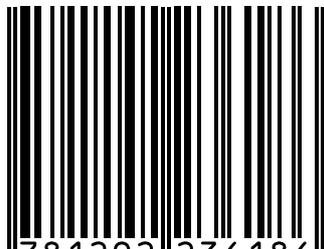
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