



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Four

First Semester

Teacher's Guide

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

Moral Education

Grade 6

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التربية الأخلاقية
MORAL EDUCATION

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Trial Edition

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

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

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

“ ‘Values are the foundation of a 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

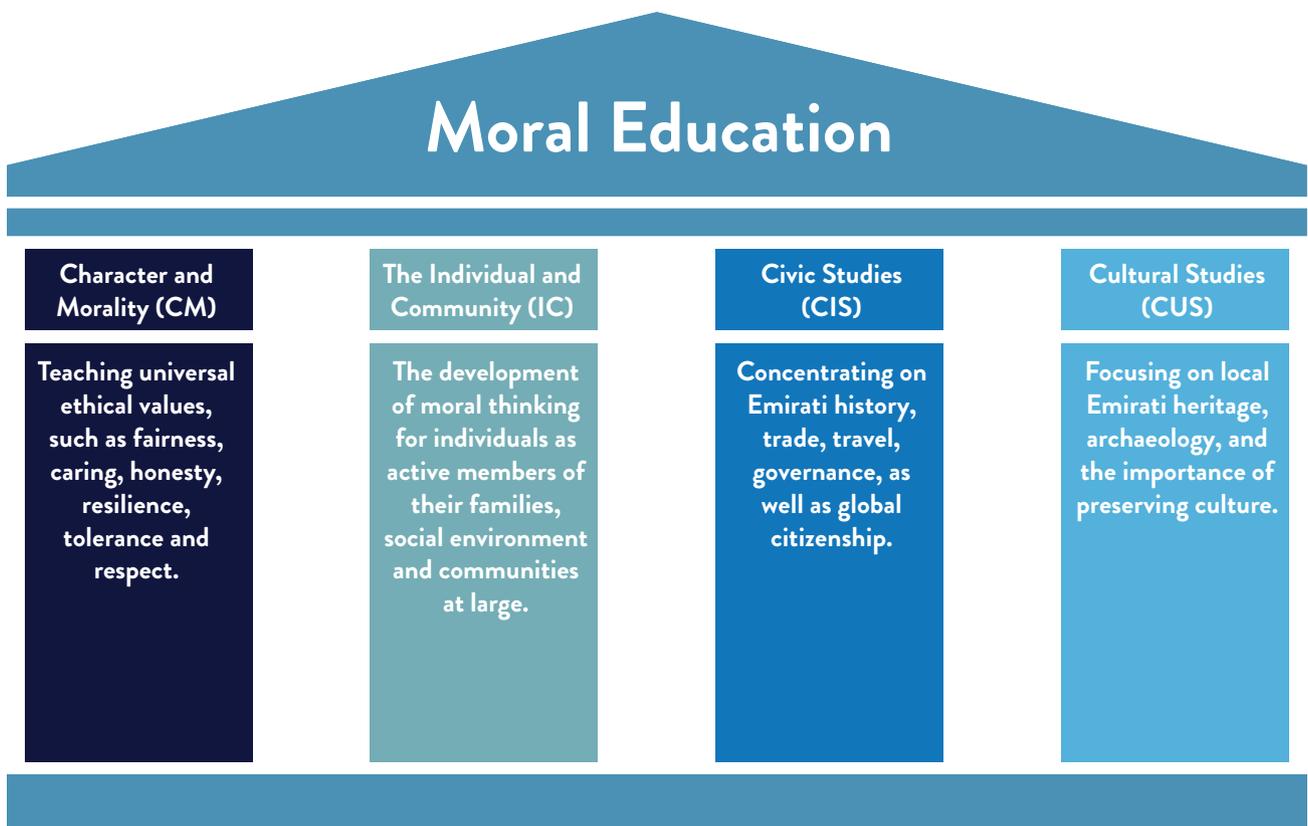
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local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

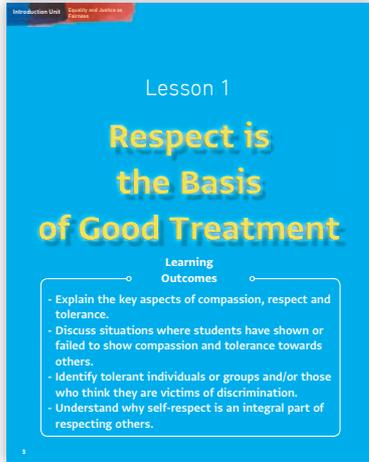
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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



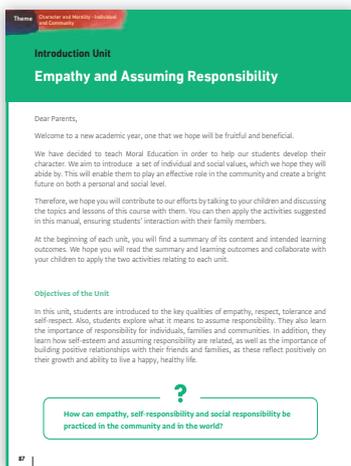
Student Book

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.

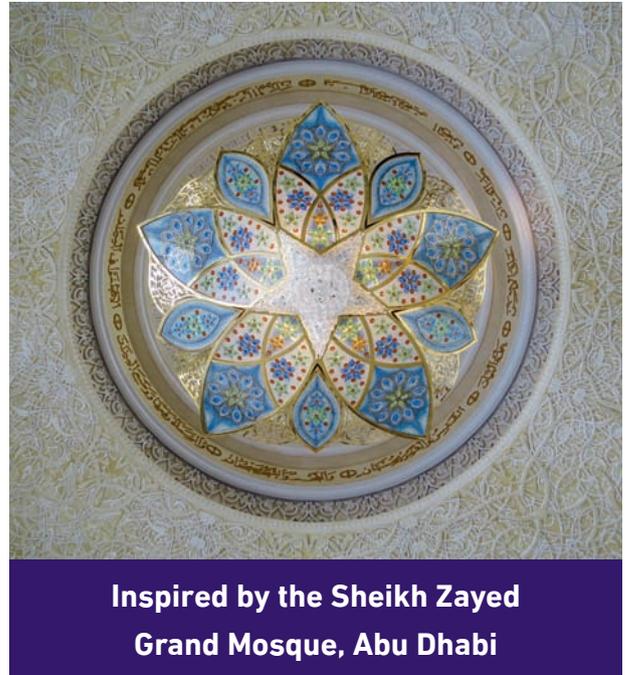
The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

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

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

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

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



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

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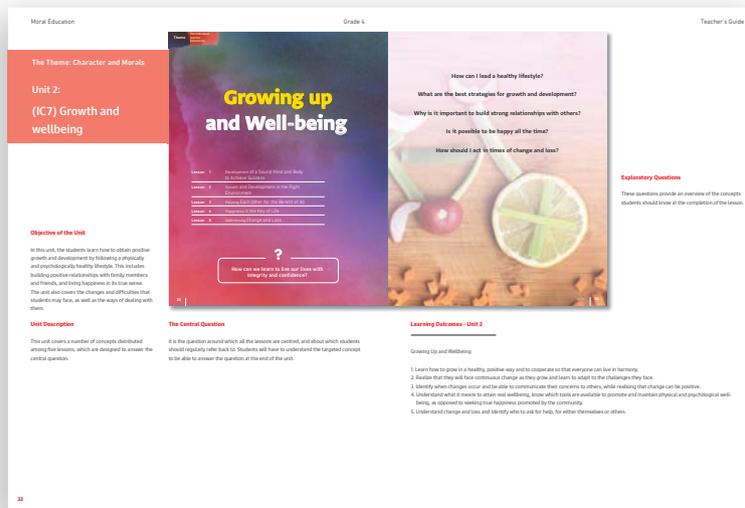
(CM7) Compassion and Empathy



- 1 How do I Respect Others? P. 3**
Aspects of self-respect, our self-respect is the basis of being respected by others
- 2 Mercy, Sympathy and Empathy P. 9**
Difference between mercy, sympathy and empathy, how can we know that someone feels bad and how can we make him feel better? Tips for developing empathy
- 3 Practising Sympathy and Empathy P. 15**
Discussing empathy as a positive feeling; identifying people to whom we feel sympathy; and how to express sympathy and empathy, and what feelings that accompany this feeling?
- 4 Tolerance P. 21**
The meaning of tolerance; we are different and we all have what to give, accepting others and appreciating differences, and accepting one's mistake and others when they make mistakes
- 5 Prejudgements P. 27**
The meaning of the term "stereotyping"; possible consequences of stereotyping at schools, local or global community, and ways to avoid it.

Unit 2

(IC7) Growing up and wellbeing



1 Development of Both Mind and Body to Achieve Success P. 35

P. 35

A healthy lifestyle and its effects on the body and the mind. The concept of "a healthy mind in a healthy body" as part of wellbeing. The need to eat healthy food and exercise physical exercise

2 Growth and Development in Suitable Conditions P. 43

Suitable Conditions for Learning and Growth. Providing the essentials of life, any two safe local area and home environment and suitable as part of well-being

3 Helping Each Other for Everyone's Benefit P. 49

Positive self-perception and building positive relationships with family and friends. Opportunities to participate in positive activities for achieving prosperity as part of well-being

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The concepts of happiness. Can we or should we feel happy all the time? Do you expect that all people feel happiness all the time?

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Unit 3

What Objects and Symbols Can Tell Us

- 1 Shifting from Intangible to Tangible Heritage
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- 2 The Reality of Trade in the UAE
- 3 Modern Communication Channels
- 4 The Impact of Economic Expansion on Community
- 5 The Impact of Economic Expansion on the Environment

Theme 1: Personality and Morals

Unit 1:

(CM7) Compassion and Empathy

Unit Objectives

- The meaning of self-respect
- The importance of treating others with compassion and empathy

Unit Description

The concepts of this unit are covered throughout five lessons designed to answer the central question.

Theme Character and Morality

Compassion and Empathy

Lesson 1	How do I Respect Others?
Lesson 2	Compassion, Sympathy and Empathy
Lesson 3	Sympathy and Empathy in Deeds
Lesson 4	Tolerance
Lesson 5	Stereotyping

?

How can sympathy, tolerance and compassion be practised in society and the wider world?

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: How can sympathy, tolerance and compassion be practised in society and the wider world?



Exploratory Questions

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

Learning Outcomes

Understand why self-respect is an integral part of respecting others.

Lesson 1

How do I respect others?

Lesson Objectives

- Define self-respect
- Recognise the importance of treating others respectfully

Required Materials

Chart paper
 Pictures from the Student Book
 Identification cards
 Objects from the classroom

Learning Outcome

- Understand why self-respect is an integral part of respecting others.

Learning Outcomes

1. Understand why self-respect is an integral part of respecting others

Vocabulary

self-respect

respecting others

1

Your teacher will hand out pictures that illustrate certain behaviours. Put these pictures on the class bulletin board. Then classify each behaviour as either respectful or disrespectful.



1. I hold the door open for my grandmother.



2. I open the door and enter the room without knocking.



3. I leave my seat without permission.



4. I make noise while eating.



5. I study hard because I want to be successful.



6. I am calm and polite even during an argument.

Unit 1 Lesson 1

4

Self-respect

Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills.

Respecting others

Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class).

Introductory Activity 1 (5 minutes)

Pose the question: What do we mean by respecting others? Listen to all the students' suggestions.

Write two titles on the board: 'Respectful behaviour' and 'Disrespectful behaviour'. Hand out the pictures from the Student Book. Students work in groups to discuss the behaviours and decide whether each one is respectful or disrespectful.

Let them share their thoughts. Have students describe each behaviour and say why they think it is respectful or disrespectful. Guide them to use words such as polite, respectful, wait, ask.

Read the leading question to the class: What should we do to be respectful when we...

- enter or leave a room (knock; wait to enter; ask to be excused)
- walk around at home (knock on doors; avoid making too much noise)
- walk around in public places (greet others; control behaviour; listen well; follow adults' instructions, and so on)
- eat (eat neatly; use cutlery; eat with knife and fork; wait for others to finish; help to set the table and to clear away dishes)
- speak to others (use polite language; listen; wait for others to finish).

Activity 2 (10 minutes)**Read the story**

Read the story aloud to the class. There are many details in the story. You may need to stop and explain terms or concepts the students do not understand.

In order to change his behaviour Nemo must stop fighting with other students, look after the property of others (like the school bag), enter the classroom appropriately and cease being impolite and being disrespectful to his teacher and classmates. To improve his behaviour Nemo must learn self control, that is, behaving in a balanced, non-violent manner whenever he needs anything. That means acting politely when he enters a room, not to mention the classroom. He must knock on the door, greet his teacher and classmates, and sit in his place.

2**Read this story about respect. Then answer the questions that follow.**

Nemo and his classmates were waiting for the teacher to arrive at the class. When the teacher arrived, the students stood up and greeted him politely. The teacher greeted the students in return and asked them to sit down again. Then the teacher noticed that Majid was not there, so he asked about him.

Michael raised his hand. He explained that Majid had been brought to the headmaster's office to explain his behaviour towards another student in a different class. Majid and the other boy had been fighting earlier that morning. Michael explained that the other boy had put his bag in the corridor, and Majid had moved it with his foot, leaving it in the middle of the corridor. Then some other students kicked the bag while they were passing. That was why Majid and the other boy started to fight. A teacher separated the boys and took them to the headmaster's office. Majid was already on his last chance because he had caused trouble lots of times before, so he would probably be expelled from the school. That would be a serious blow to him.

While the class was watching a film about life and language in New York City, Majid opened the door, without knocking, and went directly to his seat next to Nemo. The students were surprised to see such rudeness in the classroom. The teacher said, 'Let's greet Majid. Since you did not respect the rules of entering the classroom, I must take action. If one of your classmates will volunteer to accompany you for a week to help you to learn how to respect yourself and others, I will forgive you. I will also speak to the headmaster and make sure that you aren't expelled. However, if nobody volunteers, you will have to leave the classroom immediately.' Confused, Majid looked to his friends, waiting for someone to volunteer. Everyone remained quiet. It was clear that no other student wanted to spend time with him. Majid's eyes moved from boy to boy, and then focused on Nemo, who was sitting next to him. He looked straight at him, silently asking for help. Nemo raised his hand and said to the teacher, 'Sir, I will accompany my friend Majid throughout the week. I am sure he will behave respectfully and not repeat his past behaviour.' As the class ended, Nemo wondered how he was going to help his friend to learn to follow the rules and improve his behaviour.



Nemo and his classmates in their classroom.

A. Work in groups. Answer the questions: If you were Nemo, which ways of behaving would you try to encourage Majid to change? What behaviours would you help Majid to adopt to prove to the teacher that he respects himself and others?

Answer the questions (5 minutes)

Ask the students: Which behaviours should Majid change?

Suggested answers: Fighting with other students; kicking over another student's bag; entering the classroom without knocking or greeting; showing disrespect towards the teacher, towards other students and towards property.

Question: Which behaviours should Nemo adopt?

Suggested answers: He needs to develop self-control, behave in a non-violent way, and treat others politely.

Differentiated Learning:

Beginners: Provide examples from daily life of other respectful attitudes that should be adopted, such as dining and speaking etiquette.

Advanced students: Role-play the corridor scene between Majid and the other student in a positive, respectful way. Avoiding physical violence, students insert statements that suggest a desire to solve the problem.

Activity 3 (10 minutes)

Students work in groups. They read the articles and discuss how each situation shows self-respect and respect for others.

The first article shows Queen Elizabeth II covering her head when she entered the Sheikh Zayed Grand Mosque in Abu Dhabi.

Aspects of self-respect: She dressed modestly and smartly.

Aspects of respect for others: By covering her head, taking off her shoes and also wearing a long robe, she showed respect for rules of visiting a Masjid (mosque). In this way the queen showed respect for the religion of Islam, its rules and its places of worship.

The second article outlines the principles of Al sanaa.

Aspects of self-respect: the Alsanaie teaches children to respect themselves

Aspects of respect for others: the Alsanaie shows us how to interact and communicate with others.

Students may create costumes and props for their role plays.

After the performances, let the audience discuss what they saw in the role play.

Establish some rules for the discussion:

- Speak politely about others.
- Speak calmly and in a friendly fashion.
- Take turns and listen to others.
- Give everyone a chance to speak.

If there is any negative feedback, calmly remind them of the rules.

3

Work in groups. Read the two texts and identify examples of self-respect and respect for others.

1. At the beginning of her visit to the UAE, Queen Elizabeth II toured the Sheikh Zayed Grand Mosque in Abu Dhabi. When the Queen entered the mosque's courtyard, she took off her shoes and wore a cloak-like robe and a full-head cover designed specially for her visit.



Queen Elizabeth during her visit to the Sheikh Zayed Grand Mosque

Aspects of self-respect.....

Aspects of respect for others

2. Al Sanaa is a set of customs and traditions, including general rules and ethics. It relates to dealing with others, respecting the feelings of others and finding the best way of communicating with people in order to improve social values. Al Sanaa is also about protecting cultural and social heritage. It tries to teach children to be good citizens, regardless of the nature, technologies and requirements of their age.



Children learn customs and traditions from their parents and families

Aspects of self-respect

Aspects of respect for others.....

4 Work in groups. Think of examples of self-respect and respect for others in your family, at school, in your country and around the world.

5 Complete the table below with what you have learnt about respect. Start with "I respect myself". Then complete "I respect others". Finally, fill in "I am respected by others".

Discuss with your friends the idea that respecting yourself is what leads to being respected by others.

<p>I am respected by others</p>
<p>I respect others</p>
<p>I respect myself</p>

Unit 1 Lesson 1

8

Activity 4 (15 minutes)

Divide students into groups.

Each group selects a situation from home, school or the community for their role plays.

Remind them of the need to use a clear voice, stand in front of the audience and do not turn your back.

Activity 5 (5 minutes)

Students fill in the boxes with words or statements they have learned from this lesson.

Ask: Is it possible to respect others if we do not respect ourselves? Guide the students to see that to respect others, we need to have self-respect first.

Ask: Is it possible to gain respect from others if we do not respect them? Guide them to see that there are three steps:

- Show self-respect
- Show respect for others
- Enjoy respect from others.

Let them read out what they filled into the boxes. Encourage students to compliment each other on their answers and to give constructive feedback.

Lesson 2

Compassion, Sympathy and Empathy

Lesson Objectives

- Define compassion, sympathy and empathy
- Reaffirm the importance of alleviating the suffering for others

Required Materials

Faces showing feelings
Online search tools

Learning Outcome

- Recognise when someone is upset and how to understand their feelings.

Learning Outcomes

1. Explain the key qualities of compassion, respect and tolerance

Key Words

sympathy

empathy

acts of compassion

1

Choose the face that best expresses how you are feeling at the moment. Discuss your feelings with your classmates. How important is it to recognise the feelings of others? How can negative feelings occur? How can positive feelings be strengthened?



Unit 1 Lesson 2 | 10

Empathy

The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering.

Sympathy

A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering.

Acts of compassion

Acts by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on.

Introductory Activity 1 (10 minutes)

This game encourages students to express their feelings using images or words.

You will need pictures of faces showing a variety of feelings: fear, anger, happiness, discomfort.

Show the pictures and ask students to name the feeling. They give reasons for their choices.

Consider: How can we tell from a person's body or face what they are feeling? (We may notice how the eyes or the mouth look happy or sad, relaxed or tense; how the person is sitting or standing; what they are doing).

How do we know when someone is uncomfortable or unhappy? (Crying, frowning, looking sad, and so on) How do you feel when someone notices you are sad or unhappy? (Possible relief or gladness to share the problem. Some students may feel embarrassment or discomfort if others notice they are unhappy).

What do you understand by sympathy and empathy? (See definitions above) Guide students to understand that sympathy and empathy are linked to our ability to understand other people's feelings. These qualities help us to make others feel better.

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

Read the story of Chris Gardner. Inform students that the true story of businessman Chris Gardner has been made into a film. Stop to explain any words that the students do not understand.

Differentiated Learning:

Beginners: Students can role-play the story.

Advanced students: can research the life of Chris Gardner's or others who have suffered from homelessness and poverty, but gone on to play an influential role in society.

2

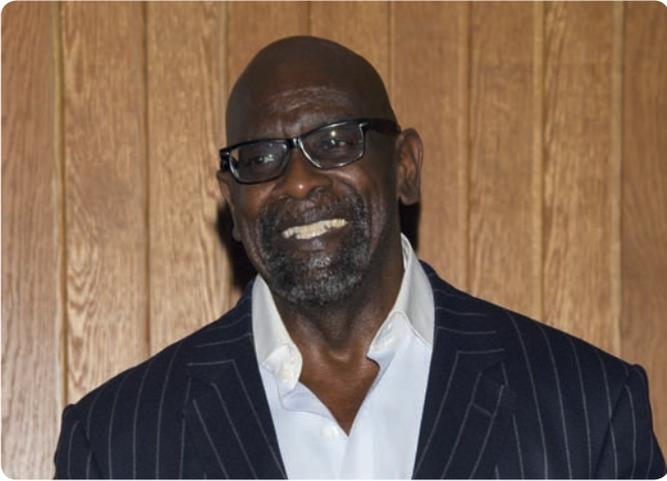
Read about empathy in the story of Chris Gardner. Then answer the questions that follow.

A two-year-old boy is playing with a broken toy, while his father, Chris, talks to the person in charge of the city shelter. Chris and his son do not have a home; they're homeless. Chris is trying to persuade this official to let him and his son stay at the shelter. But the shelter does not allow children to stay. Chris does not know what to do, but it is his responsibility, as a parent, to take care of his son. And he does not want to put his son into foster care or send him to a children's home. He has to find a solution. Chris looked at the official talking but did not get a word, but what is the point of all these words when Chris and his son now have nowhere to live?

Chris used to live in the shelter, while his wife took care of their son. A few days ago, however, she brought their son to Chris, and said she did not have the money to care for him properly. Chris was not the kind of man who would abandon his son, so he took the child. However, the shelter administrator found out about the boy and asked Chris to leave. But where could he go? Nowhere. He could sleep in stations, on the streets or in a nearby park, but how would this little boy endure such a hard life? While he was thinking of all this, he felt a hand grabbing his worn-out trousers. The little boy said in a language that only his father could understand, 'I'm hungry.' Chris picked up his son and left the building. He looked around but didn't know where he should go. How could they get food when he had almost no money? How could they endure sleeping in the park in such cold weather?

They had no choice. Eventually the two of them went to the park. It was a cold winter. The people walking and playing in the park ignored the sight of a cold father taking off his coat to cover his son, as Chris desperately tried to keep his son warm. They see this every day. They would never have imagined that, in a few short years, this man would be involved in big money deals and meeting important people.

Based on the film "Pursuit of Happyness", which tells the story of Chris Gardner.



Chris Gardner

- A. How would you feel if you were a visitor to the park and saw this father and his son?**
- B. What could a compassionate society do to solve the problems of Chris and his son?**
- C. Research the life of Chris Gardner and his contributions to American society and South Africa during the Nelson Mandela presidency. Why are people, like Chris, who suffer greatly and manage to overcome their hardships regarded as an example of empathy?**

Questions for Discussion (10 minutes)

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

Question A: Students imagine they are passers-by, how would they feel if they saw the father and son? Let them express different feelings (sadness to see a child without a home; anger that the community did not offer shelter; affection; sympathy, etc.)

Question B: Students brainstorm compassionate acts that could help the homeless. For example: The community must work to provide housing for everyone so that no one needs to be homeless. Furthermore, hot meals could be provided for free to everyone: adults and children. They also need free health care and education. Governmental social services or civil associations could help single parents who are raising their children on their own. In general, acts of compassion contribute to improving the lives of suffering individuals.

Question C: Researching the life of Chris Gardner produces the following information: Christopher Gardner is a businessman whose current fortune is estimated at about \$60mn. At the beginning of his life, Gardner suffered from poverty and homelessness with his son Chris Jr. Then, he managed to achieve great success in his career. He became the founder and chairman of a huge corporation. He has made many contributions to countries such as South Africa by establishing a number of projects under the patronage and support of Nelson Mandela. On the social level, Gardner is a prominent voice in American society and across the world, thanks to his known history of deprivation and homelessness, and his later contribution to helping the needy. He is highly respected and well known.

Activity 3 (10 minutes)**Sympathy vs empathy**

Discuss the differences between sympathy and empathy. Sympathy means feeling something in response to someone else's feelings. For example, feeling pity for someone else's misfortune. Empathy means imagining yourself in their shoes and sharing their feelings.

For each situation, students discuss whether the person is showing sympathy or empathy:

- A. Empathy:** A child feels a cat's pain, so she takes care of it and provides it with everything she can until it is fully recovered.
- B. Sympathy:** Nahid feels sad because of the tragedies she saw in the documentary.
- C. Empathy:** Saif manages to place himself in Mohammed's shoes. Saif can understand his friend's feelings after going through a similar situation and tries to console him with words.

Differentiated Learning:

Beginners: can add other situations and classify them.

Advanced students: can turn situations of sympathy into empathy. Include real-life actions or examples of empathy from the UAE and across the world. You could use a video about the leader of Ajman, who reunited a Syrian man with his son after six years of separation, as an example.

3 Differentiating between sympathy and empathy.

Work in pairs. Discuss the pictures and situations below. Decide whether each situation is an example of sympathy or empathy. Explain your answers.

- a. Samira saw a cat panting with fatigue next to her house. She gave the cat food and water every day until it had fully recovered.



Samira feeding the exhausted cat

- b. Nahid watched a documentary about earthquake victims in Kamalpur, Nepal in 2015. She felt very sorry for them, especially when she saw they were homeless after their houses had been destroyed.



A Nepalese woman weeping over her destroyed house

- c. Saif and Mohammed are childhood friends. They live in the same neighbourhood and go to the same school. One day, Mohammed's father falls ill and is taken to hospital. Saif stays with his friend. He talks to him about the time his own father was hospitalised and the feelings that he experienced before his father's recovery.



Saif consoling his friend Mohammed

4 William Faulkner (American novelist, Nobel Prize winner in 1949) said:

"Never be afraid to raise your voice for honesty, truth and compassion against injustice, lying and greed. If people all over the world would do this, it would change the Earth."

Define in your own words *sympathy*, *empathy* and *compassion*.

sympathy

empathy

compassion

5 Can you recall a situation when someone empathised with you and did something that made you happy? Write a short message of appreciation to that person.

.....

.....

.....

.....

.....

Activity 4 (10 minutes)

In groups, students imagine what Chris would have felt had someone provided him with a safe place and foods (good feeling, comfort, contentment, joy...). They should then imagine the feelings of the person who provided the help (positive feeling, self-satisfaction, joy...).

The activity aims to help students to understand that sympathy and empathy improve other people's feelings, and they also have a positive impact on the person who initiates such acts.

Discuss the questions with the class.

It is difficult to put ourselves in other people's shoes because we did not live through their experiences and feelings (it is easier for those who have lived through the same experiences to feel empathy towards others). We can try though to sympathise with them and most importantly help them overcome their suffering. This can be achieved through supportive and positive words, calling on society's help, taking the initiative to help with the available means and participating in charity work (acts of compassion). These acts help alleviate suffering.

Activity 5 (optional) (20 minutes)

Read the quotation from William Faulkner. Ask the students to speak or make a statement on the importance of empathy and its role in the world. Collate the answers, have the students read aloud and discuss their veracity in groups. The students, within their groups, should define and provide examples of sympathy, empathy and compassion.

Activity 6 (20 minutes)

Have students share positive situations of empathy and sympathy that they can experienced. You can start by sharing your own experience.

Each student sends a message on a decorated card to a person who has showed them empathy, using expressions such as:

- I remember when...
- I was feeling...
- You helped me...
- Thank you...

If the students agree, read out the messages at the start of the next lesson. Then display them in the classroom under a header such as 'Gratitude for sympathy and empathy.'

Lesson 3

Sympathy and Empathy in Deeds

Learning Outcomes

- Identify what makes us offer help to others.
- Analyse how you feel after offering help.

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Lesson Objectives

- How and when to offer help to others
- To recognise how rewarding it is to help others.

Required Materials

- Sticky notes
- Feeling cards

Learning Outcomes:

1. Explain the basic qualities of empathy, respect and tolerance
2. Discuss situations where students have succeeded or failed to show empathy and tolerance towards others.

Vocabulary

empathy

sympathy

People of determination

The teacher will give out pictures depicting facial expressions. Students mime these to the class. The class identifies the expressions.

Will your classmates be able to guess the feelings that you are miming?



Unit 1 Lesson 3 | 16

Empathy

The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering.

Sympathy

A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering.

People of determination

An honorary designation for "People With Special Needs", instead of the term "People With Disabilities" which is frowned upon, that aims 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.

Activity 1 (10 minutes)

Pose the questions: How do we express different feelings? How do we show it when we are feeling happy/sad/worried/disappointed?

Facilitate discussion to suggest some of the ways we express feelings: through words, through facial expressions, through gestures, actions such as laughing, crying, frowning and looking down. Sometimes we express our feelings through our behaviour to others.

Hand out cards with different faces expressing different feelings. Invite each student to mime what is on their card. To mime means to act without using words. The other students guess the feelings on the card from what their classmate does.

Reflect: Was it easy to guess? Why or why not? Which feelings mean the person needs help? How can we help?

* 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".

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

Activity 2 (15 minutes) (Group work)**1. Listen to the story (5 minutes)**

Divide the students into groups.

Each group reads the story separately. Have students introduce and answer the questions. Remind them of the difference between sympathy and empathy, which they studied in the previous lesson.

Questions for discussion (10 minutes)

Complete the questions. Give students time to think and share their answers. Give different students the opportunity to answer.

Possible answers:

1. The caretaker, his assistant, Ahmad and his classmate all felt sympathy Tarik. What the four felt shifted from sympathy to an act of compassion when they went to help his father carry him.
2. Ahmad rushed over to help because he felt sympathetic towards Tarik. His behaviour shows that he notices the feelings of others, and is compassionate and willing to help.
3. Tarik felt surprised, grateful and relieved. He expressed his feelings by thanking Ahmad (using words) and shaking his hand (using a gesture).

Differentiated Learning:

Beginner students can participate in the discussion and answer verbally through the use of a graphic organiser

Advanced students write a short story about a similar situation in their school or family.

2

Read this story about empathy in a school situation. Then answer the questions that follow.

It was the first day of the new school year! Friends were eagerly racing up the steps at the school's front entrance.

A new student, Tarik, sitting in his wheelchair, was not so happy. As he looked at the steps, his expression was one of concern and worry.

Tarik looked up to his father, who was standing by his side. He whispered in a tiny voice, 'Dad... how can we get up those steps? Dad... I'm ... I'm scared ...'

Tarik's father smiled to encourage and reassure his son. He said, 'Don't worry Tarik - this'll be easy. You stay in your chair and I'll carry you up the steps. Piece of cake! You'll see.' Meanwhile, the caretaker and his assistant were watching from a distance. They went to Tarik's father to help him carry Tarik. Moved by their willingness to help, Tarik's father thanked them. He counted to three - 'One, two, three' - and they lifted the chair off the ground and got Tarik up the steps easily.

Then they heard cheers from the children who were watching. Tarik turned to face them, feeling upset. He thought they were laughing at him. They disappeared immediately. Strange! Where had they gone?

Moments later, one of the children came over to Tarik. He was carrying a rectangular wooden plank. He said, 'Welcome to your new school. My name is Ahmad. This is my friend Rashid. And that's my sister Sarah.'

With the help of Rashid and Sarah, Ahmad put the wooden plank down on the steps. Then he said, 'This will make it easier for you to get up the steps.'

Tarik was surprised, and at the same time grateful and relieved at such a kind gesture. He thanked Ahmad with a smile on his face, and reached out to shake his hand. Tarik was happy that he had made friends on his very first day at school.



- How do you think the caretaker, Ahmad and his classmates felt when they saw Tarik at the school entrance?
- Why did Ahmad rush over to help Tarik? What does the behaviour of Ahmad and his classmates show?
- How did Tarik feel? How did he show his feelings?

Activity 3 (10 minutes)

Draw a table with two columns on the board, headed 'Sympathy' and 'Empathy'. Distribute cards with different situations on each. Every group gets two cards. Students discuss the situations on the cards and decide whether each situation shows sympathy or empathy.

CARD 1: Samuel helped an elderly woman carry her heavy bags as she was leaving the shopping centre. When he saw that she would be carrying her shopping on the bus, he accompanied her to her house. When she offered him money, he refused.

CARD 2: When Ahmad found his friend Jamil sitting sadly on a chair, he sat next to him and said, 'I feel your sadness, even though I don't know why you are sad. I don't want you to be sad; you are my best friend.'

CARD 3: Irena saw a film about an earthquake in Chile and its enormous destruction. The film included interviews with people who had lost their relatives and homes. She wept with sadness for the victims and the homeless.

CARD 4: Every day, Salam walks along the road by the sea. When she passes Abu Labib, she greets him, asks about his health and talks to him for about a quarter of an hour despite having limited time. She knows he is lonely and likes to talk to others.

Phrases 1 and 4 express sympathy since each includes a verb related to feeling for others.

Phrases 2 and 3 express empathy since each has a feeling shared with the other person.

Differentiated Learning:

Beginners: can participate in the discussion and recount what the group shared.

Advanced students: can look at news sites and give examples of situations from the UAE and around the world that show sympathy or empathy.

Activity 4 (10 minutes)

Students work in groups. Read through the text as the class. The key point is that all schools must offer classes in sign language or Braille. Students discuss the questions in their groups.

Possible answers:

1. Article 12 ensures that people of

3

Work in groups. Try to understand the difference between sympathy and empathy. Pick a card from the box the teacher gives you and read the sentence written on it. Then decide with your group whether the situation shows sympathy or empathy. Then put the card on the board in the appropriate column.

**4**

Work in groups. Read the extract from Article 12 of UAE Federal Law No. (29), 2006. Then answer the questions.

"The state guarantees for people of determination* equal opportunities for education within all educational and vocational institutions through regular or special classes if it is required, with the provision of educational curriculum on sign language, Braille or other methods/accommodations as required."

- Why do you think Article 12 was written? How can people benefit from it? Share your opinions with the rest of the class.
- How could these ideas be implemented in your school?

* On April 18 2017, His Highness Sheikh Mohammed bin Rashid Al Maktoum (may God protect him) launched the National Strategy for Empowering People with Disabilities, designating them 'People of Determination' instead of the frowned-upon term 'People with Disabilities'. 'Disability is people's inability to develop. It's when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals', said His Highness Sheikh Mohammed bin Rashid Al Maktoum. 'Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community,' His Highness added.

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determination* get fair treatment. They benefit because they can still receive an education, even with their disability.

- The school must offer classes with support for sign language or Braille learning. The students need to assist to make people of determination feel welcome, and help them as needed (for example help them to move around the school easily).

This activity prepares students to accept the idea of integration at school based on the principle and exercise of equal rights and social justice.

Differentiated Learning:

More advanced students can perform role-plays of situations that illustrate empathy.

Beginner students can suggest how the acted scenes show empathy, and give ideas for how to help in each situation.

5 The people in the table below achieved success despite being born with certain challenges. Do some research to get the information needed to complete the table.

	Challenges	Achievements
Andrea Bocelli		
Mohamad Khamis		
Taha Hussein		
Ludwig Van Beethoven		
Jamie Brewer		

20

Activity 5 (20 minutes)

Students can use the Internet to research these famous people who achieved great success despite their disabilities.

Profiles have been provided below.

Andrea Bocelli

Andrea Bocelli is a famous composer, writer and opera singer from Italy.

People of Determination: He was born with serious problems with his eyesight, and became totally blind by the age of 12.

Achievements: Became a famous composer and singer-songwriter; he has performed in many concert and sold millions of records.

Mohamad Khamis

Mohamad Khamis is a famous football player from the UAE.

People of Determination: leg paralysis caused by polio at very young age.

Achievements: gold medals in powerlifting during international paralympic games.

Taha Hussein

People of Determination: He lost his sight at the age of three after receiving incorrect treatment.

Achievements: He attended the Egyptian University, where he studied Egyptian and Islamic Civilisation, Philosophy and Literature. He was the first student to receive a Ph.D. from that university. He later obtained a second Ph.D. in France. He became a Professor of Arabic Literature and later became President of the University of Alexandria.

Beethoven:

Beethoven is one of the world's most well-known composers of classical music.

People of Determination: Lived in great poverty and solitude, and lost his hearing.

Achievements: He composed nine symphonies and many other compositions that are still considered some of the greatest pieces of classical music.

Jamie Brewer:

Jamie Brewer is the first person with Down Syndrome to have a career as a model.

People of Determination: Down Syndrome
Achievements: Became a lawyer; defended the rights of people with mental disabilities; became a well-known actress in films and television programmes.

Lesson 4

Tolerance

Lesson Objectives

- To define tolerance
- Provide the skills to practise tolerance, and how to avoid intolerance and vengeance

Required Materials

- Coloured stars
- Student Book
- A picture representing a situation
- Letter-shaped cards
- Hand-shaped cards
- A board with a picture of the globe in the middle

- Learning Outcome ○
- Explain whether tolerance is a moral necessity.

Learning Outcomes

1. Explain the key qualities of compassion, respect and tolerance
2. Critically discuss situations in which the students have shown or have failed to show compassion and tolerance towards others

Vocabulary

tolerance

1

The teacher will stick a coloured star on your book. Don't look at the star. Ask questions to find out the colour of your star and form a group with classmates who have the same colour star. Some students will not be allowed to join any group because they will have a star of a particular colour. How do you think these excluded students feel? How does your group act towards them?

How do they feel in your opinion? How did you act as a group towards them?



My star and my team

Unit 1 Lesson 4 | 22

Tolerance

Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender.

Activity 1 (10 minutes)

Stars game

Ask the students to quietly close their eyes. Explain that while their eyes are closed, you will place a star on each student's book. Don't tell them about the colours you will use.

Use stars of different colours: red, gold, silver, green, blue and purple. Use four colours for all students except two, who each have their own colour star.

Then invite students to open their eyes and find other books with stars whose colours match their own. They gradually form the four groups of matching colours, except for the two who will not find a group.

Question the class: Why do these students not have a group? (They do not belong to any of the groups because their stars are different colours.) Continue questioning. Is this a good reason to exclude them? Does it matter if someone looks different? Explain that even if they are different, each student can still add something positive to the group. Therefore, we should include them, even if they are different.

Ask: Which groups will welcome someone with a different colour into their group? Encourage them to accept. Thank the students for their acceptance, respect and compassion.

Now have students rearrange themselves into groups as they wish. Continue to encourage students to include classmates who might be left out.

Encourage students to share their opinions about the importance of accepting others into our groups, and the importance of accepting people who look different or have different views.

Activity 2 (15 minutes)**Read about Martin Luther King**

Tell the students about Martin Luther King. Explain that he was a famous African-American leader. He called for a peaceful end to racial discrimination against black people. He became the youngest person to win the Nobel Peace Prize.

Read the text together as a class. Explain any terminology they don't understand.

Research and discussion

Students research using books and/or the internet.

Martin Luther King is an icon of freedom and tolerance because he fought against injustice and called for the end of racial discrimination. He believed people should not be judged based on the colour of their skin.

He called for peace and tolerance between people of all races.

The Jim Crow laws called for separation between white and black people. These laws excluded black people from schools, public places, public transport, public bathrooms and restaurants. They deprived black people from living freely with equal rights.

Differentiated Learning:

Form mixed-ability groups so that the more advanced students are supporting the beginner students with their learning.

Reiterate the definition of tolerance as a willingness to accept people who are different from us.

2**Martin Luther King is a hero of freedom and tolerance. Read the following about him. Then do the tasks that follow.**

Dr. Martin Luther King Jr. was a political activist and spiritual leader. He was born in Atlanta, Georgia, in the United States of America, in 1929. He is considered one of the most important figures in the struggle for human rights and equality. Dr. King is admired for the peaceful way he fought for racial equality and for African Americans' civil and political rights.

The Atlanta that Dr. King grew up in was a cauldron of racism. He began his political journey after he started college. He himself suffered unfair treatment throughout his life due to the colour of his skin. On one occasion his house was bombed and he almost lost his wife and son. As a result of such violence, he started a resistance movement that centred on the idea of 'peace', inviting his allies to be forgiving and to avoid violence. He is especially famous for his 'I Have a Dream' speech, which he gave at a political rally in 1963. During this speech he expressed his dream of his children one day being able to live in a society that didn't judge them based on the colour of their skin, but on their behaviour.

As a result of his efforts in fighting for civil rights, the American President of the time, Lyndon Johnson, signed the Civil Rights Act in 1964, prohibiting racial discrimination in the workplace and public institutions, and granting other civil rights. President Johnson also signed the Voting Rights Act in 1965.

In 1964, Dr. King was awarded the Nobel Peace Prize. He was the first African American to win the award and is the youngest ever winner. Dr. Martin Luther King Jr. was assassinated in 1968.

Martin Luther King Jr. Day is now celebrated every year on the third Monday of January and is a federal holiday in the United States. Dr. King's legacy is honoured in many ways on this day, including in people taking part in volunteer work in their communities.

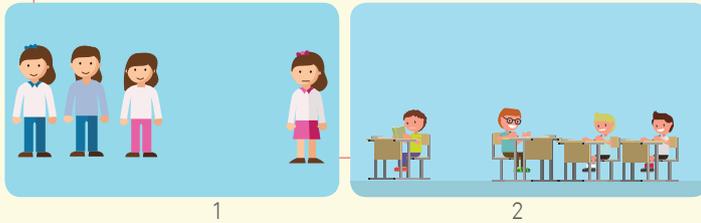
The Martin Luther King Jr. Research and Education Institute is based at Stanford University, California. It is home to all of Dr. King's speeches. Stanford University regularly brings together social activists from all over the world to work on supporting human rights.



Martin Luther King in Washington after giving his 'I Have a Dream' speech

A Why is Martin Luther King considered a hero of freedom and tolerance? Research the Jim Crow laws to help you answer this question.

3 A Look at these pictures and role-play the situations.



B Think of other situations involving discrimination against others. Act them out in front of the class.

Activity 3 (5 minutes)

Divide the students into four groups. Distribute cards showing pictures of the different situations. Students discuss and role-play each situation. They should try find an ending illustrating the principle of tolerance.

SITUATION 1: Children mock and tease a boy for wearing pink or a girl for wearing blue.

Discussion points:

Colours do not need to be specific to one gender or another. We are all free to wear any colours we like.

Discuss the styles in which men and women dress.

Ask: Which clothes are only for men/women?

Students research about different types of traditional dress worn around the world. Many countries have types of skirts worn by men (kilts in Scotland, kandora or dishdasha in Gulf countries); in other places there are suits and trousers made for women. There are also countries in the Maghreb where men cover their faces and women do not.

SITUATION 2: One child mocks another because he is disabled and cannot walk easily.

Have students suggest other ways of responding to a disabled classmate. For example, they may suggest offering help, choosing kind words and tactful behaviour.

Encourage the students to show respect and acceptance of others through their role plays.

Emphasise the importance of accepting others who are different in gender, colour, appearance, ability or opinion.

Differentiated Learning:

For this activity, students of all levels work together. The whole class should participate. Avoid discriminating against students based on ability level. Discuss how we can co-operate to include people of all levels and abilities in our activities in future.

Activity 4 (5 minutes)**Cards expressing tolerance**

Divide the class into groups. Distribute cards to each group.

Ask each group to decide on a statement expressing tolerance. They complete and decorate the cards.

Display the drawings around the picture of the globe, under the title 'Through tolerance, peace prevails in the world' (or any other title that the students suggest and agree on).

4

Draw the outline of your hand on a piece of coloured card, cut it out and write on it some words about, or that show, tolerance.

Stick your piece of card along with everyone else's around a picture of the globe. Stick the globe with all the hands on the wall under the heading 'Through tolerance peace will prevail all over the world.'

**5**

Read the following two texts on the theme of tolerance. The first one is on the UAE's designated Year of Tolerance and Happiness in 2016. The second one is on the leader of the Indian independence movement, Mahatma Gandhi. Then design a wall chart with pictures, definitions and statements on the subject of tolerance. Quote the words of important role models of tolerance from the UAE, India and the wider world.

The UAE is noted for the values of tolerance, peace, security and cultural diversity, hosting as it does more than 200 nationalities, all enjoying a fair and decent quality of life. Laws in the UAE promise justice, respect and equality for everyone, while making hatred, intolerance and discrimination a crime.

The UAE has played an important part in international agreements calling for a stop to violence, extremism and discrimination. In addition, it has become a global meeting place, for eastern and western cultures, an example of peace, harmony, and respect for different beliefs. The many churches and temples in the country enable non-muslims to practise their religion.

The country has also led the way in pushing for global security and peace, and aims to improve living standards for everyone.

The Mohammed bin Rashid Al Maktoum Award for World Peace is one of the most important awards in the field of international bridge-building and peace-making. The award stems from the teachings of Islam, which embody tolerance and moderation. Some of the key achievements of the federal government in promoting tolerance across the UAE include:

- The creation of the post of Minister of Tolerance
- The launch of the National Programme of Tolerance
- The issuing of the the Anti-Discrimination and Hatred Law
- The opening of the Hedayah Centre
- The opening of the Sawab Centre

From the words of Mahatma Gandhi, Indian independence leader

Gandhi was asked, 'Why don't you take revenge on your enemies?'

He said, 'Because I cannot spend my life running after a dog to bite him in the same way that he bites me.'

He also said:

- I do not like the word tolerance but I cannot find a better word.
- Anger and intolerance are the twin enemies of correct understanding.
- Hatred ever kills, love never dies.
- Having flung aside the sword, there is nothing except the cup of love which I can offer to those who oppose me.
- The weak can never forgive. Forgiveness is the attribute of the strong.
- I look only at the good qualities of men. Not being faultless myself, I won't presume to probe into the faults of others.
- I believe that non-violence is infinitely superior to violence and forgiveness is more manly than punishment.
- We can only win over the opponent by love, never by hate. Hate is the subtlest form of violence. It affects the hater without affecting the hated at all.
- We must respect other religions even as we respect our own. Mere tolerance thereof is not enough.



HE Sheikha Lubna bint Khalid bin Sultan Al Qasimi -
Minister of State for Tolerance



Mahatma Gandhi

Activity 5 (20 minutes)

Extension activity.

Students collect photos that portray tolerance and develop meaningful statements by researching on the Internet. As a class they create and hang a wall chart displaying the statements in the classroom. Encourage students to decorate it and giving real consideration to presenting ideas, and conveying the message.

Students should quote the words of UAE leaders who abide by moral values such as tolerance and justice for all cultures in the UAE, regardless of religion.

They should incorporate the appointment of a Minister of Tolerance to emphasise the importance of promoting tolerance. Also direct the students to read the words of leaders such as Gandhi, who called for tolerance all over the world.

Emphasise that we must practise tolerance towards the people we know and love, and towards those we do not know or agree with. Discuss tolerance as a class, and let the students come up with their own definition after reading the statements.

If time allows, they may research institutions that work to spread tolerance around the world. Examples include centres in UAE, such as the Hedayah Centre and Sawab Centre, as well as governmental and other associations all over the world.

Lesson 5

Stereotyping

Lesson Objectives

- Define stereotyping
- Recognise different types of stereotyping
- Understand how stereotyping leads to discrimination

Required Materials

Small pieces of paper or cardboard
Internet access or articles related to stereotyping
Small box

Learning Outcomes

- Explain the key qualities of compassion, respect and tolerance.
- Identify individuals and groups who can be regarded as tolerant and/or who suffer discrimination.

Learning Outcome

- Define stereotyping.
- Describe how stereotyping leads to discrimination.

Vocabulary

stereotyping

discrimination

1

Write on a piece of paper something that girls are known for. Write on another piece of paper something that boys are known for. You can include hobbies, favourite colours, favourite places, feelings etc.

Stick your piece of paper to the board with all the other pieces of paper from your classmates. Discuss what has been written with your classmates.

Do you agree with everything that has been written?

Is it fair to think that all girls and all boys behave in the same way or feel the same way?

What is this kind of generalising called?



A Girl and a Boy

Stereotyping

A common prejudgement about a subject, person or group in general.

Discrimination

Unwillingness to accept people, views or behaviour that is different from one's own.

Activity 1 (5 minutes)

Introduction

Give each student two cards. Ask them to write down a statement about girls on one card, and a statement about boys on the other.

Begin with leading questions such as: What is something girls/boys like to do?

Write two headings on the board: Girls and Boys.

Students stick their cards under the relevant heading.

The teacher reads aloud what they have written. Students respond to the questions: Is this only true of girls? If the statement is 'Boys like soccer', reply: Do any girls like playing soccer? Can girls play soccer too? If the statement is 'Girls cry', query: Don't boys cry too? Doesn't everybody when they are sad or hurting?

Lead students to become aware that we sometimes say things about boys or girls that are not true of all boys or all girls. Explain that a stereotype is a general belief about all people that belong to a particular group. But not everyone in that group may fit the stereotype, and it can be unfair to apply stereotypes to groups.

Activity 2 (15 minutes)**Read and discuss (7 minutes)****Questions for discussion (8 minutes)**

Divide the students into two groups to answer the questions. Allow approximately two minutes per question.

Suggested answers:

- A. The woman judged the man based on his appearance (the marks on his skin).
- B. Students can express their own opinions. It is likely that they will disapprove of her prejudice.
- C. Students imagine themselves in the man's position. They should be able to imagine negative feelings such as embarrassment, pain, sadness or anger.
- D. Students suggest alternative reactions. Encourage them to think of actions that would show respect and tolerance.

Invite students to share their own examples of stereotyping that they have witnessed. If necessary, ask them to consider statements such as:

- Only tall people can play basketball
- Only girls can dance
- Obese people do not play sport
- Poor people are uneducated.

Differentiated Learning:

Help beginner students to read the questions and answer verbally.

Challenge more advanced students with more complex questions, such as: Why do people continue to stereotype and discriminate against others? (For example, ignorance, fear, the media, holding onto false ideas from one generation to the next.)

2

Read this story about an incident that took place on a plane. Then answer the questions that follow.

On board a plane, a woman in economy class, where the cheapest seats are, saw that the man next to her had white burn scars on his hands and chin. She angrily called the flight attendant and said, 'I am seated next to a deformed man. I am so disgusted. I cannot bear to sit next to him throughout the flight! Please find me another seat.'

The attendant tried to calm her down, saying quietly, 'Don't worry, Madam. These are just burn marks and they will not make you ill.'

However, the woman insisted on being moved, refusing to sit next to the man, who she thought was ugly.

The attendant then said, 'All the seats in economy class are taken, but I'll do my best to find a solution.'

The attendant left for a while, then she came back and said, 'I told the captain about the issue and he told me that there's a vacant seat in first class.' The woman seemed pleased and was about to stand up when the attendant asked her to remain in her seat. She went on, 'Madam, although we do not usually allow an economy-class passenger to sit in first class, the captain decided to make an exception in this case as he thought it was wrong for someone to be in a bad situation like this.' Then, the attendant turned to the man and said, 'Please bring your belongings and follow me, sir. There's a seat waiting for you in first class.'

A. Why did the woman react negatively to the passenger next to her?

.....

B. What do you think of her behaviour?

.....

C. How would you have felt if you had been in this man's shoes?

.....

D. The woman acted in a discriminatory way towards the man. How would you have acted if you had been in her position?

.....

3

Look at this picture of the former Prime Minister of the Netherlands. Answer the question that follows.



Dutch Prime Minister Mark Rutte

A. What are common stereotypes about politicians?

Activity 3 (15 minutes)

Students discuss a different type of stereotyping. They look at the stereotype of politicians and consider how some politicians may be different to the stereotype.

A. Talk about stereotypes (5 minutes)

Class discussion: What is the stereotype of a politician? How would you expect a politician to live?

(Possible answer: The stereotype of a politician is someone who enjoys the power and wealth of their position, and lives in great opulence. We expect politicians to have luxurious cars and homes, processions, and bodyguards.)

Analyse the picture and answer the questions. Explain that the man pictured is the Prime Minister of the Netherlands, Mark Rutte. Outline the ways that Mr Rutte is different from the usual stereotype of the politician.

B. Discussion in groups (10 minutes)

Divide the class into two groups. Mix beginner and advanced students together in order to facilitate peer discussions.

Each group reads the text and discusses questions 2 and 3. A member from each group shares their ideas with the rest of the class.

Students discuss stereotypes about politicians. They explain how stereotypes can lead to discrimination. For example, some people express hatred for all politicians, expecting them to be corrupt and selfish. This discrimination may prevent the politicians from being able to do good work.

Summarise the activity. Emphasise that it is important to recognise and question common stereotypes. We should be careful not to let stereotypes lead to discriminatory ideas and attitudes.

Differentiated Learning:

In the discussion, mixing beginners and advanced students encourages them to learn from each other. Invite more advanced students to bring pictures of local and international politicians, present these using PowerPoint, and deconstruct them in relation to stereotypes about politicians.

The objective of this activity is to introduce students to another form of stereotyping: judging others based on their social class or power. This can lead to discrimination of a different kind.

Read about the life of Dutch Prime Minister Mark Rutte. In light of what you have read think again about the life of this politician.



Mark Rutte rides a bicycle to the Dutch government offices

The Netherlands' former Prime Minister Mark Rutte was born in The Hague and raised in a middle-class family. His father was a merchant and his mother was a secretary. They taught him to be modest, humble, hard-working, respectful and supportive of others. His dream was to be a pianist, and he learnt to play the piano at a music institute. However, he later chose to study history at Leiden University. Before becoming a politician, Rutte entered the world of business and worked as the general manager of a company. Rutte grabbed the world's attention by cycling to the government offices, with no grand parade or bodyguards.

B. Does his life match the stereotypes that you thought of before you read the text?

4

Read the following judgements and stereotypes about poor people.

- Poor people are lazy and hate to work.
- If poor people were serious and showed more effort, their living situation would improve.
- Poor people always rely on social aid to live.

A. Prepare a role-play script to present in class. The aim of the role-play is to show compassion to a family who is living in poverty. Include the following in the role-play script:

A description of this family's situation.

Scenes of discrimination from other people towards them.

An invitation to show compassion.

A suggestion of a solution for this family's situation.

Activity 4 (Optional) (45 minutes)

The teacher divides the class into groups of four or five students and asks them to read the activity and answer question No. (A.) about choosing the person who best fits the job amongst all the applicants, while each student in the group has to express their opinion to make the final decision and the reason behind the decision. (4 minutes)

Students participate in the decision and explain their point of view. The teacher highlights the reasons for rejecting some of the applicants that imply stereotyping and discrimination (on the basis of gender, age, preferring youth or due to a disability). (3 minutes)

Later, the teacher provides the groups with the CVs of the applicants, asks them to read the CVs, reconsider their decision and make a final decision about the most suitable applicant. (3 minutes)

The teacher then ends the activity by focusing on the need to know the truth and the facts before

making any decision or showing intolerance towards others, who might become victims of stereotyping and discrimination, due to narrow-mindedness and lack of awareness.

This activity aims to educate students about the importance of studying any matter from all aspects before making a decision, in order not to base these decisions on prejudgements.

The Theme: Character and Morals

Unit 2: (IC7) Growth and wellbeing

Objective of the Unit

In this unit, the students learn how to obtain positive growth and development by following a physically and psychologically healthy lifestyle. This includes building positive relationships with family members and friends, and living happiness in its true sense. The unit also covers the changes and difficulties that students may face, as well as the ways of dealing with them.

Unit Description

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

Theme The Individual and the Community

Growing up and Well-being

Lesson 1	Development of a Sound Mind and Body to Achieve Success
Lesson 2	Growth and Development in the Right Environment
Lesson 3	Helping Each Other for the Benefit of All
Lesson 4	Happiness is the Key of Life
Lesson 5	Addressing Change and Loss

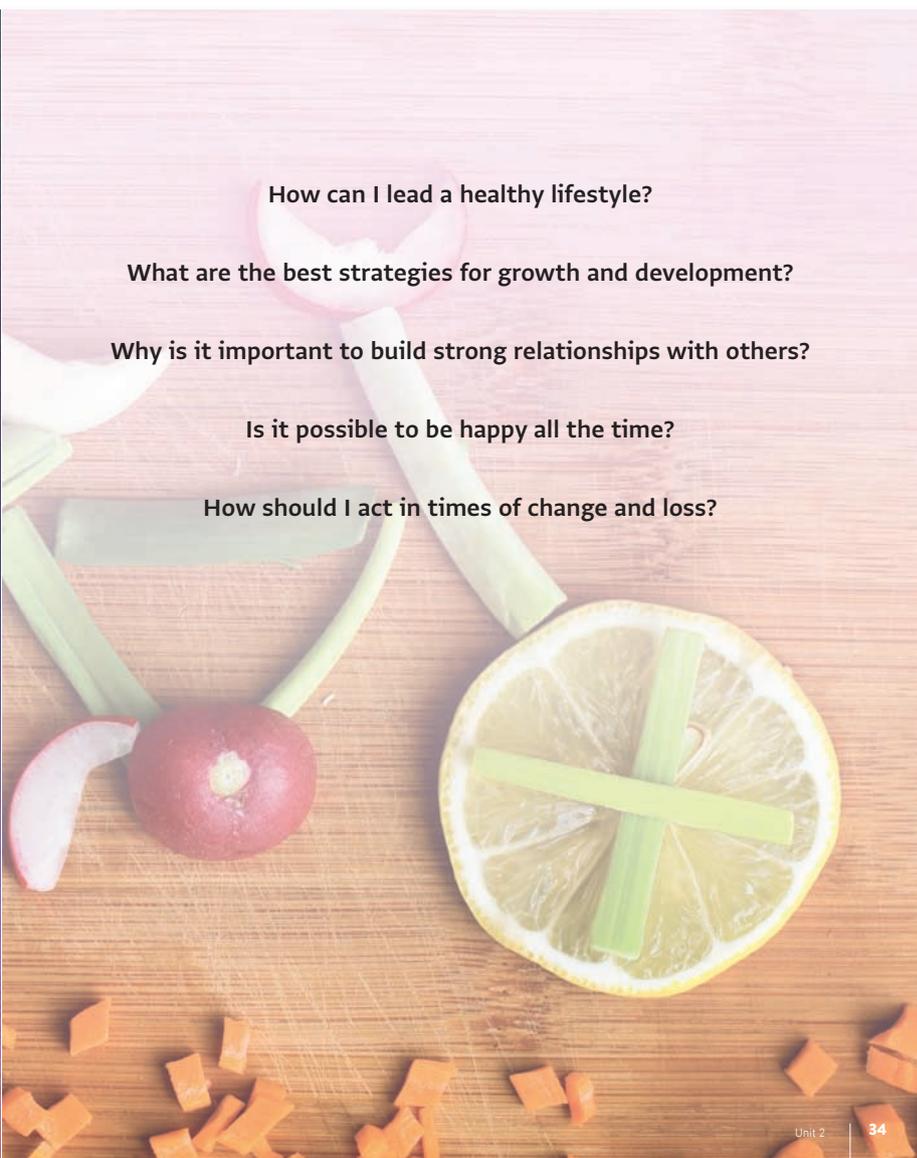
?

How can we learn to live our lives with integrity and confidence?

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The Central Question

It is the question around which all the lessons are centred, and about which students should regularly refer back to. Students will have to understand the targeted concept to be able to answer the question at the end of the unit.



Exploratory Questions

These questions provide an overview of the concepts students should know at the completion of the lesson.

Learning Outcomes - Unit 2

Growing Up and Wellbeing

1. Learn how to grow in a healthy, positive way and to cooperate so that everyone can live in harmony.
2. Realize that they will face continuous change as they grow and learn to adapt to the challenges they face.
3. Identify when changes occur and be able to communicate their concerns to others, while realising that change can be positive.
4. Understand what it means to attain real wellbeing, know which tools are available to promote and maintain physical and psychological wellbeing, as opposed to seeking true happiness promoted by the community.
5. Understand change and loss and Identify who to ask for help, for either themselves or others.

Lesson 1

Development of a Sound Mind and Body to Achieve Success

Learning Outcomes

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people so as to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.

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Lesson Objective

This lesson aims to determine the structures of a healthy lifestyle essential for positive growth and development in personal hygiene and healthy diet, in respect of quantity and quality. The importance of exercising in our daily life on both a psychological and physical level

Required Material

A box - tools to take care of personal hygiene, such as a toothbrush, toothpaste, soap, a comb etc.

Items to be used in acting scenes:

- Cardboard paper
- crayons
- magazines
- a computer
- scissors
- Cards representing electronic media
- computers or tablets

Learning Outcomes

1. Learn how to grow in a healthy, positive way and to cooperate so that everyone can live in harmony.
2. Understand that they will face constant change as they grow and can learn to adapt to the challenges they face. Identify when change is occurring and communicate their concerns to others, while realising that change can be positive.
3. Understand what it means to attain wellbeing in life, by promoting physical and psychological wellbeing and preserving these characteristics instead of seeking a superficial happiness that the community promotes.

Vocabulary

welfare

growing in a positive way

healthy diet

personal hygiene

healthy lifestyle

- Pick an item and mime how you would use it to the class.
 - Think about why we need these items.
 - Think about what concept this activity is introducing.



What does the bag contain?

Unit 2 Lesson 1 | 36

Welfare

A group of services aimed at providing the appropriate living and health conditions for individuals, in addition to developing their abilities according to both individual and collective needs.

Growing in a Positive Way

Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill developing opportunities.

Healthy Diet

Eating diverse and varied food to acquire all nutrients in the quantities required by the human body.

Personal Hygiene

A person's habits and actions to maintain bodily cleanliness and general health.

Healthy Lifestyle

Living within proper environmental and health standards that ensure wellbeing and positive growth.

Preliminary Activity 1 (5 minutes)

The teacher starts the lesson with the preliminary activity:

The teacher opens a closed box containing: A toothbrush, a comb, deodorant, shampoo, soap and other personal hygiene tools.

He chooses students to (separately) explain to their classmates one of the items in the box using mime.

The teacher gives each student 10 seconds only to accomplish this task quickly and in a fun way.

After identifying the items in the box, the teacher asks the class: Why do we need these items? What's their use and importance for proper and healthy growth?

The answers will revolve around the concept of personal hygiene and its importance to growing properly and preventing illnesses (such as dermatitis, food poisoning and diarrhea). Students may reference germ removal and bad smells from the body, keeping teeth safe from cavities and other aspects of personal hygiene. At the conclusion of this activity, the teacher will introduce the lesson and present its objectives.

Activity 2 (10 minutes)

This activity aims to highlight personal hygiene as a healthy lifestyle, the importance of preserving it and how to accomplish it.

Students read 'Khaled's story' independently. (3 minutes)

After reading the story, the teacher divides the class into groups of four or five students and asks them to answer questions. (A) and (B):

a. Personal hygiene guidelines to alleviate a problem (4 minutes)

Expected Answers:

To shower daily, wash with soap when sweating, use a deodorant, wear clean clothes and change them when they sweat or no longer clean, and wash clothes regularly.

Other Guidelines for Personal Hygiene: Clipping our nails, brushing our teeth at least twice a day to remove bad breath, taking care of our gums, cleaning our ears and washing our hands after using the toilet and before and after a meal.

b. Meaning of Mental Health: (3 minutes)

Dealing well with events around us, the ability to find appropriate solutions to our problems, control anger, anxiety or sadness, for a healthy mind.

Relationship of mental health to hygiene: Lack of personal hygiene cause our classmates to distance themselves from us, it also causes diseases, anxiety and sadness. Paying attention to personal hygiene leads to a healthy mind, "Healthy mind, healthy body."

Expected Answers:

Preventing illnesses, such as diarrhea and pneumonia, reducing the spread of germs and viruses that cause illnesses, protecting teeth from cavities. Pleasant odours, unlike bad odours, attract people around us.

The teacher might receive answers that have not been mentioned in the text, such as the cleanliness of food, our surroundings which include and the bathroom, our house or class.

The teacher summarises the learning outcomes of the activity, invites the students to present their conclusions and helps them to draw parallels between personal hygiene, a healthy lifestyle, growth and wellbeing (subject of the unit).

The students conclude:

Following a proper and healthy lifestyle requires maintaining personal hygiene.

Personal hygiene is one of the fundamentals of wellbeing and growing in a positive way.

2

Read the story of Khalid. Then answer the questions that follow.

Khalid is an 11-year-old boy, who is very popular with his classmates. One day, however, he noticed that his classmates were avoiding him. They whispered about him behind his back and complained when they had to sit next to him. Confused and upset, Khalid didn't know what was wrong. He started to fall behind in class.

At home, he became distracted and he didn't talk with his family. He also became less enthusiastic about going to school. He began to feel sick and get stomach ache, especially in the morning just before the school bus arrived. Khalid's parents became worried about his mental and physical well-being. They contacted the school's counsellor to discuss their concerns. The counsellor asked Khalid to come and see him. He asked Khalid to tell him the real reason he was feeling so down. He also talked to two of Khalid's classmates and was surprised to find out that the entire class was put off by Khalid smelling of sweat after PE.



A. It is common for young people to sweat during puberty because our sweat glands are very active at this time of life. The best solution is to maintain good personal hygiene.

Work in groups. Think of what young people can do to maintain personal hygiene. Write a list of suggestions.

How to maintain personal hygiene

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B. Work in groups. Think about the term 'mental health'. What do you think it means? How can it be connected to issues of personal hygiene? Write.

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Activity 3: (20 minutes)

This activity aims to educate children about healthy diets, healthy habits and how they relate to a healthy lifestyle.

The teacher divides the class into four groups and asks each group to reflect on a nutritional situation.

Expected Answers to correspond with the pictures:
(10 minutes)

- a. This food is unhealthy and leads to obesity, laziness and diseases, such as diabetes, heart disease, kidney failure, lethargy and lack of agility. People who have a healthy body weight tend to be more fit, healthy and confident.
- b. The father will not buy sandwiches for his son from an uncovered food cart because uncovered food being sold on roads is susceptible to dirt and sun, leading to contamination with bacteria and viruses. This can lead to diarrhea, vomiting, nausea, abdominal pain and fever. This condition affects people of all ages, but it's more common among infants.
- c. The mother is upset with her son because he goes to bed late and does not get enough sleep which leads to a lack of focus and anxiety and possibly diseases. The body needs to sleep to take a rest so that they can be physically and mentally active in the morning, which is the basis for concentration and success in study and life.
- d. This habit reduces social communication with people and leads to laziness due to lack of movement. Instead of playing games on a tablet, a girl can play sports or read books and articles. Sport helps to activate her body and maintain good health, while reading contributes to the expansion thought and the increase of general information.
- e. The teacher asks the students to select one of the situations presented to act it in a theatrical scene, which includes a dialogue with the person in this situation to encourage him/her to follow a healthy lifestyle. Highlight the positive aspects of wellbeing and growing in a positive way. (5 minutes)

The students conclude: That a healthy diet is eating balanced and proper meals in respect of quantity and quality. A healthy diet is one of the fundamentals of a healthy lifestyle that ensures wellbeing and growing in a positive way. Sports and sleeping are essential elements of good health habits and growing in a positive way.

3

Work in groups. Look at the pictures and think about whether the lifestyles shown are good for physical or psychological (or mental) health? Answer the questions under the pictures. Write.

- Is this girl eating healthily? How might her physical health be affected by eating such food?



- Should parents buy food for their children from outlets like these?



- Why might a mother be upset by her child's behaviour in this picture?



- How do habits such as the one displayed by this girl affect our wellbeing and social life?



Work in groups. Role-play a conversation with one of the children pictured. Try to persuade him/her to adopt a healthier lifestyle. Promote a sense of positive well-being and growth.

4 Read about the importance of exercise. Then do the activity that follows.

- a. Exercise produces hormones, called endorphins, making us happier and reducing stress.
- b. It helps us make good use of our spare time.
- c. It helps to develop fitness, strength and healthy muscles and bones.
- d. It helps to burn calories and transform nutrients into useful energy. It also reduces fat, especially around the stomach, thighs, and hips. This helps us maintain our ideal weight and body shape.
- e. It gives you a healthy heart. Exercise makes the heart work harder. The heart then beats faster and pumps blood more efficiently. This in turn helps to pass oxygen and energy to the brain and muscles.
- f. It improves our lungs. They can then provide more oxygen to the body and distribute it to the organs, especially the brain and muscles.

A. Write about your favourite sport. Where and when do you play this sport? How does it benefit your physical and mental health? Present what you have written to your classmates.

Activity 4 (10 minutes)

This activity aims to teach the importance of exercising on both mental-emotional and physical levels and how they relate to a healthy lifestyle. The teacher reads the points aloud that summarise the importance of exercising, and determines with the students the points which relate to mental health and those to physical health. The teacher gives a more substantial explanation if the students need. Visual aids can also be employed to support understanding. They then ask each student to write about his/her favourite sport and present to their classmates.

The students conclude: Exercising is part of a healthy lifestyle that ensures wellbeing and growing in a positive way.

Activity 5 (Optional) (20 minutes)

The objective of this activity is to prepare a poster that shows the ways to a healthy lifestyle (personal hygiene, healthy diet and exercising) and how they are interconnected to wellbeing and growing in a positive way.

The teacher divides the students into groups and asks each group to prepare an illustrative poster. The poster might contain pictures from book, magazines or the Internet, drawings, or a short picture story.

Note: The teacher should encourage students to express themselves artistically, creatively and freely.

Activity 6 (Optional) (15 minutes)

This activity aims to show how a healthy lifestyle can take root in our daily lives and special events. The students read the passage and answer the questions individually. The teacher may prefer though for the students to work in pairs or groups in order to share views and enrich the activity with ideas. (5 minutes)

Justification: Distinctive family life, healthy diet, personal hygiene and tidiness, playing sports (tennis).

a. (10 minutes) The teacher divides the class into three groups, each group prepares a list based on the criteria outlined in the student book in the form of emails on special paper. Make the activity fun by creating a mock email or use electronic means of communication (if possible) to follow the conversation between the Malek and Marcus.

- **A List of Delicious Food:** Includes the most famous and best healthy UAE and foreign dishes.
- **A List of recreational games:** They include animated, IQ, and logical thinking recreational games, and cultural and artistic activities suggested by students according to their hobbies. The teacher should pay attention to the type of the recreational activity suggested so that it is not dangerous, for example).
- **Hygiene Requirements:** Safe place and environment such as home or a restaurant known for its hygiene. Mention hygiene requirements (such as cleanliness, safety, food hygiene).

In this lesson you have read about healthy lifestyles.

- 5** Work in groups. Design a poster highlighting some healthy lifestyles. Show their significant impact on well-being, happiness and sound, healthy growth.

- 6** Read Malik's email to his friend Marcos. Then do the activity that follows.

Hi Marcos,

The day after tomorrow is my sister Aya's graduation. My parents have asked me to help them organise a special party for her. Please help me come up with some bright ideas so we can surprise Aya on her graduation. First, we will pick her up from basketball practice and then come home, as we usually do on Thursdays. It would be great if you could help me choose some healthy and delicious food for the party! Also, please help me organise some crafts and games so we can have a really great time.

Best wishes,

Malik



A. If you were Marcos, how could you help Malik organise a fantastic party where everyone has a great time? Complete the table.

Healthy, delicious food	Aya's Graduation	Hygiene rules
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Crafts and games</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Lesson 2

Growth and Development in the Right Environment

Learning Outcomes

- Understand how to grow and develop in a positive way while cooperating and collaborating with other people to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Know how to identify whom to ask for help in dealing with change and loss and will know how to draw on support from the community.

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Lesson Objective

The lesson is aimed to introduce students to the suitable conditions needed for growth and development. Students focus on the importance of providing life's essentials which is grounded in living in a local area with a safe and suitable home environment.

Required Material

- Papers, pens
- Display screen

Learning Outcomes

1. Know how they can grow and develop in a positive way, co-operate with others and collaborate with them to maintain well-being.
2. Understand that they will face changing situations as they grow and that they can learn to adapt to the challenges they face in these situations.
3. Identify when changes are occurring and communicate their concerns to others, while recognising that change can be positive.
4. Address change and loss and Identify whom to ask for help in difficult situations for themselves and others.

Vocabulary

right to housing

social care

right to education

welfare

Do you feel comfortable?

1 Sit on one chair with four of your friends. Write, 'I feel very comfortable sitting like this.'

Do you *really* feel comfortable? Is it possible to study effectively in this situation?



Right to housing

Each person's right to a healthy, secure shelter that guarantees safety and contains services, facilities and basic needs at a low cost. This guarantees their right to be protected against arbitrary expulsion or forced eviction.

Social care

A group of services aimed at achieving the appropriate living and health conditions for individuals as well as developing their abilities based on their needs and those of the community.

Right to education

Receiving education without discrimination, developing talents and a mental and physical capacity and enabling people to participate effectively in the community.

Welfare

A group of services aimed at providing the appropriate living and health conditions for individuals, in addition to developing their abilities according to both individual and collective needs

Preliminary Activity 1 (5 minutes)

Review the key concepts from the previous lesson. Have four students sit on a single bench and simultaneously write - in a legible handwriting - the following sentence: "I am currently comfortable in this position"

When students begin to find it difficult, the teacher asks them to think why and lead them to conclude that their current seating position is hindering their ability to complete the task.

The teacher reinforces the importance of suitable conditions for productivity, learning and developing. Introduce the lesson and its objectives.

Activity 2 (10 minutes)

This activity is aimed at identifying the fundamentals of adequate housing as a basic condition necessary to attain wellbeing and grow in a positive way.

The teacher or a student selected reads the activity aloud. (a-). (The teacher can display on the interactive board or the presentation screen pictures of families living in uninhabitable houses) (3 minutes)

The teacher asks the students to complete the table. (7 minutes)

Expected Answers:

Conditions of adequate housing	Hardships and risks	How to help
Security	Insecure	Financial Aid
Hygiene	Dirty	Cleaning
Comfort	Unhealthy	Calling the relevant governmental or civil authorities
Maintenance	Narrow	Renovation or Maintenance

Differentiated Learning:

Beginners: Help students to read the paragraph, explain unfamiliar words, ask questions during the presentation and use pictures of houses that don't meet the conditions of health, environmental and structural safety of housing.

Advanced Students: Question students: What's the risk of not having these fundamentals? Do you know local and/or global bodies that help building homes for the poor or renovate old houses?

Growing in a positive way requires living in a healthy, proper and safe environment.

2

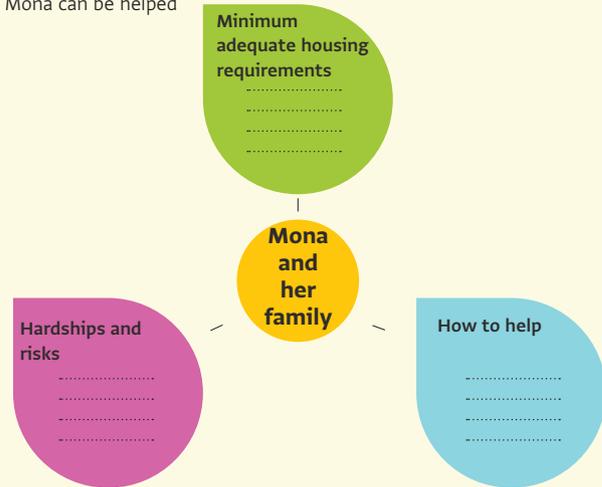
Look at the picture of Mona's home and read about her living conditions. Then do the activity that follows.



Mona and her family are facing financial difficulties. They couldn't afford the rent on their last home and had to leave. They have moved to poor accommodation on the farm where Mona's father works.

Work in groups to complete the chart. Think about:

- the hardships and risks Mona and her family face
- minimum adequate housing requirements
- how Mona can be helped



Activity 3 (15 Minutes)

The activity aims to highlight the importance of providing social welfare and the suitable conditions for the growth and development for all children - their current state - in education, entertainment activities and benefiting from all rights.

This is a group work activity to be conducted in the jigsaw style.

The teacher divides the class into four groups which are equal in number to the fields of service provided by the Emirate of Abu Dhabi for People of Determination. Each group is then asked to read only one field and prepare a verbal explanation about it. (5 minutes)

The teacher reforms the groups but on this occasion the groups must include a student from each of the previous groups. A student from the first field group and a student from the second field group thereby each student within his new group has become an expert in the field he read about and explains to his team-mates. (5 minutes)

Plenary action. Groups complete the table and explain their answers. (10 minutes)

Expected Answers:

Providing People of Determination, as with all people, with the suitable conditions for growth and development has a positive impact on the community. It gives society productive and efficient people instead of isolated and marginalised ones.

Differentiated Learning:

Beginners: Students can request help from the teacher or peers in preparing and explaining the text.

Advanced Students: Complete more than one field or consider other field not outlined in the student book. The teacher can supply information from government of Abu Dhabi website, programs and Initiatives for People of Determination in Abu Dhabi. All people,

3

Everyone has the right to adequate services. In the UAE, the Ministry of Social Affairs is developing social welfare and rehabilitation programmes to help those in need.

Read about the care it provides. Then work in groups to discuss how important this care is in terms of personal development and well-being. Write.

<p>a. Municipality Services The municipalities send representatives to homes of people of determination so they complete their official forms without having to leave their homes.</p>	<p>Field:</p> <p>Objective:</p> <p>Importance:</p>
<p>b. Education The UAE provides several educational choices to people of determination. It also helps them to get enrolled in regular schools, according to each student's improvement or level.</p>	<p>Field:</p> <p>Objective:</p> <p>Importance:</p>
<p>c. Free Entry to Emirates Park Zoo People of determination are given free access to the zoo. Emirates Park Zoo aims to bring children closer to nature. It even has areas without barriers where children can touch and connect directly with the animals.</p>	<p>Field:</p> <p>Objective:</p> <p>Importance:</p>
<p>d. Moving around All new public car parks, pavements, corridors, bridges, pedestrian walkways, entrances and other public facilities in many cities in the UAE are being designed with people of determination in mind. The new fleet of public transport buses are all equipped with low floors and non-slip entrances.</p>	<p>Field:</p> <p>Objective:</p> <p>Importance:</p>

regardless of their health and physical condition, have the right to benefit from conditions of growing in a healthy and comfortable way, which enables them to develop and enhance their capabilities and participate in the community.

<p>1. Municipality Services The municipality sends one of its representatives to the people of determination fully prepared with all required office and electronic equipment to help them to complete their work from home.</p>	<ul style="list-style-type: none"> - Field: Civil. - Objective: People of Determination receive all municipal services easily and in the comfort of their home, which saves them a lot of time, effort and money. - Importance: Reducing suffering and facilitating interaction with the community and exercising rights.
<p>2. Education Abu Dhabi provides for People of Determination the right to access to education at the level offered by public schools. Students can enrol in these or other schools, according to the needs of each student.</p>	<ul style="list-style-type: none"> - Field: Education. - Objective: Securing special programmes suitable for the needs of People of Determination. - Importance: Shaping an educated citizen who could one day serve his community.
<p>3. Free Entrance to Emirates Park Zoo Children with special needs enjoy free entry to Emirates Park Zoo. The Emirates Park Zoo is aimed to introduce the children to their nature and how they can deal with harmless animals and eliminate all barriers between children and animals.</p>	<ul style="list-style-type: none"> - Field: Tourism and Entertainment. - Objective: To enjoy the garden and to introduce children to their environment. Teach them how to interact with domesticated animals. - Understand the importance of: Visiting recreational and cultural venues and communication with the community.
<p>4. Transportation All public parking, sidewalks, corridors, bridges, pedestrian passages, entrances and other public facilities in Abu Dhabi have become more in line with the needs of people with disabilities. The new fleet of buses of public transport is equipped with low-floor and non-slip entrance.</p>	<ul style="list-style-type: none"> - Field: Transportation. - Objective: Ensure easy and convenient transportation for People of Determination and provide logistical support when necessary, like ascending and descending staircases. - Understand the accessible and reliable transportation provides opportunities is essential to securing the needs of the country. Going to work, school or recreational venues.

Activity 4 (15 Minutes)

This activity reviews the premise that all people have the right to suitable conditions such as education, safety and welfare for growing and developing in a positive way.

Students read the text and draw comparisons between what they have read, and what the pictures tell us. The class is asked to determine whether the cases in the pictures enable the individuals to grow positively or not. (5 minutes)

The teacher divides the students into pairs. Each pair establishes a dialogue as part of an interview or an acting scene representing the people in the picture. Describe their daily experience, each according to their living circumstances while highlighting the safety and learning conditions in an ideal environment. (10 Minutes)

Wellbeing and positive growth can also be accomplished by providing the basic livelihood needs, such as education, security and opportunities to develop capabilities.

4 Read about the yellow school bus.

Yellow school buses are a familiar sight in many countries. They usually have prevention and warning systems to protect children from accidents. The buses are clearly identified as school buses. When they stop to let children off, they flash red and yellow lights to warn other drivers that kids are around. In a further safety measure, the left side of the bus has a round red 'Stop' sign, again as a warning to other drivers. Of course, children have to be educated in bus safety. They should always remain in their seats until the bus comes to a complete stop. Then they should get off without pushing. It is very important to be careful after getting off the bus. Therefore children who want to cross the road in front of the bus should move several metres in front before starting to cross.



Work in pairs. Choose the picture you like best. Write a dialogue between the people in the picture, focusing on safety or learning. Practise your dialogue with your partner. Then present it to the class.

5 The United Nations Committee on Economic, Social and Cultural Rights has determined a set of housing requirements. It has provided countries with detailed instructions on respecting and protecting housing rights.

Work in pairs. Do some research to find out more about these housing requirements. With your partner, choose what you think are the three most important requirements. Write them down. Compare your findings with other pairs. Do you agree?

Activity 5 (Optional) (5 minutes)

The teacher explains that the Committee on Economic, Social and Cultural Rights in the United Nations Organisation determined housing requirements and provided detailed instructions to the countries on how to respect housing rights and protecting them. Students are then asked to conduct their own research on these requirements and instructions, while highlighting its importance for the health and safety of all individuals.

(The student conducts their research for homework and can later present it in their class. The teacher gives 5 minutes to each student for their presentation. After the presentations, the students discuss the information shared for 10 minutes and draw their own conclusions.)

Lesson 3

Helping Each Other for the Benefit of All

Learning Outcomes

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.

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Lesson Objective

The lesson introduces the student to the importance of building positive relationships with their classmates and families because of the positive impact it will have on their growth, well-being and happiness

Required Material

- Cards
- Pens

Learning Outcomes

1. Learn how to grow in a healthy, positive way and to cooperate to live in harmony.
2. Realize that they will face changing situations as they grow and can learn to adapt to the challenges they face in these situations.
3. Identify when they occur and communicate their concerns to others, while realising that change can be positive.
4. Understand what it means by living in real wellbeing, know which tools are available to promote and maintain physical and psychological well-being, rather than to seek a virtual happiness promoted by the community.

Vocabulary

happiness

positive relationship

1

Write down a word or a statement that explains what the term 'positive relationships' means to you. Then, compare what you and your classmates wrote. What do 'positive relationships' mean to your classmates? Do you try to build positive relationships with others? Are you successful?



Unit 2 Lesson 3 | 50

Happiness

Feeling joy, contentment and reassurance.

A Positive relationship

Develop effective and clear communication with others and understand them well.

Introductory Activity 1 (5 minutes)

The teacher starts the lesson by having the students recount what they learnt about positive growth and wellbeing in the previous lesson. (maintaining physical health and the availability of basic growth requirements such as learning and living in a safe environment). The lesson focuses on the relationships among themselves, their classmates and families and the importance of psychological support.

The teacher asks the students to write on cards what the term 'positive relationships' means to them. Students then write short phrases or words such as: Friendship, respecting others, supporting others when they are in difficult circumstances. Students stand and walk around the classroom comparing what each of them has written. Identify the similarities between them and gain awareness of how their peers define positive relationships.

The teacher invites the students to think, separately, about their responsibility to build positive relationships with their classmates.

Activity 2 (20 minutes)

This activity is designed for students to become aware of the need to support each other, in different ways, to benefit others and themselves. Highlighting the role the school plays in offering such support.

The teacher divides the students into four groups, selecting a representative from each group. The teacher asks each group to read a text from students' diaries describing how they needed help and support from a classmate.

The students read texts and think about what the situation represents. (3 minutes)

After completion, the representative of each group presents the case studied. Group discussions about these scenarios should reference the importance of building positive and supportive relationships for growth and wellbeing (5 minutes). The students then answer the questions.

2

Read the diary entries written by students. They all refer to relationships with others. Then work in groups to answer the questions that follow.

I met Mohammed at the school gate. He seemed worried. He asked me if I was ready for tomorrow's maths test. I said I was because it was an important one and would affect our end-of-term marks. I asked him if he had done any revision for the test and he started crying. He said that he couldn't do the exercises. Then he asked me to help him.

My classmate Jessica is overweight. She told me today that she had gone to a doctor with her mother to get some advice on healthy eating. She is now bringing walnuts and almonds to school instead of chocolate. (She used to eat a lot of chocolate during the break!) She seemed positive and asked for my support and encouragement.

For a few days now, I have been feeling that there is something wrong with my friend Colin. He's stopped playing with us during the break, and just sits by himself, refusing to talk to anybody. In class he seems distracted and the teachers have noticed his lack of focus, especially during group work. He won't join in and the teachers are starting to get angry with him. Today I pushed him to tell me what's wrong and it soon became clear that he's having problems at home.

I am very excited that my friend Mariam is getting ready to take part in a national swimming competition next week. She is a very good swimmer, practises regularly and always does what her coach tells her. She has to train a lot - three times a day until the competition. She says she doesn't have time to come to the park with us until after the competition.

A. What kind of support could you give to these students?

B. Who else might be able to help these students?

Expected Answers: (5 minutes)

- A- For Mohamed, who needed help in math: He can be supported by helping him to review the exercises and explaining the formula to him during the break - meeting with him after school to study together - reassuring him by showing enthusiasm to help him study the lesson.
- For Jessica, who follows a diet to lose weight: She can be supported by not eating fatty foods such as sugars and fries around her, supporting her with moral encouragement, showing admiration for her perseverance and the results she achieved.
 - For Collins, who has a family problem that makes him sad: Expressing empathy for him and a willingness to help, making him feel that we care, we are willing to help and carry his burden, trying to make him smile and constantly asking him to join in games.
 - For Mariam, who will participate in a national swimming competition: Encouraging her, helping her with the lessons she has missed, ease her tension by avoiding actions that disturb her.

B- (2 minutes)

Students think of the school affiliates that may be approached in any circumstances (positive or negative), where they need assistance and support such as teachers or the management. From these authorities students can receive guidance and advice, and a clearer idea of the problem and solution. The school psychologist who can also assist by listening to students' problems and helping solve them.

C- (5 Minutes)

Students share the benefits of building positive relationships. (Students can prepare a display board to remind them of the importance of helping one another to create a positive atmosphere.)

Advantages and benefits of building positive relationships:

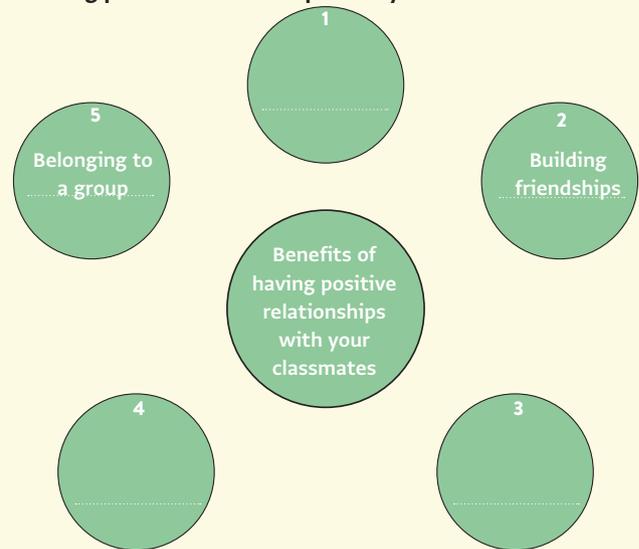
1. Contribute to the happiness of others, especially when they are most in need of it.
2. Building friendships.
3. Increase self-confidence.
4. Fearlessness and greater ability to face difficulties.
The students can give their own thoughts.
5. The sense of belonging to the group.

Differentiated Learning:

Beginners: The teacher clarifies any points that are difficult for the student and provides them with answers should it be necessary.

Advanced Students: The students create acting scenes that mimic the events described in the texts, suggesting appropriate ways to display support and - through verbal and physical expressions - how this affects the relationships among peers.

C. Discuss in groups. Complete the diagram with other benefits from having positive relationships with your classmates.



3

Now that you have looked at examples of positive relationships with your classmates, read the following text about the importance of family meetings. Then do the activities that follow.

Psychologists say that families that spend time together have a much stronger bond. Family meetings teach children listening skills and give family members a feeling of belonging and attachment. These meetings also create a positive family atmosphere that makes the family happy, helps deal with their daily concerns and strengthens the bonds between them. Medical studies show that strong family relationships enhance children's self-confidence and relieve their feelings of concern and anxiety.

Edited

**A. Work in groups. Discuss the behaviours shown in the pictures.
How do they strengthen family relationships? Write.**



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Activity 3 (10 minutes)

This activity is designed to make students aware of the importance of positive family relationships for growth and well-being.

Students read the text which focuses on the need for family togetherness for family cohesion and a sense of belonging. (3 minutes)

The teacher divides the students into four groups.

a- (5 minutes)

Students are asked to reflect on one of the pictures to consider how the rewards of having a close family and how these scenes contribute to building strong positive family relationships.

Expected Answers (Students can give examples to support their answers).

1. Communication: Family members listen to one another with openness and frankness.
2. Compassion: Love, support and care.
3. Respect: Accepting differences and understanding and appreciating family members.
4. Sharing activities: Spend time together with fun, entertaining, shared interests.

Activity 4 (15 minutes)

This activity draws attention to the needs of others and helps students develop a proactive attitude towards supporting them, with a focus on communication skills.

Students sit in a circle to ensure a better non-verbal (physical) connection during the activity.

The teacher starts the session by asking the following questions: Why is it important to listen to others?

What is the benefit of knowing others' concerns, problems and interests? Why do I have to interact with others nicely? (3 minutes)

The students read the instructions of the activity and form pairs. Each student tells their classmate about a problem they have heard about, and then they play the roles of the people. Present the dilemma to the class in order to find a solution. (6 minutes)

The students discuss their problems and target similarities. (6 minutes)

4

Work in pairs. Tell your partner either about a problem you have faced or about a dream you want to achieve. Then listen to your partner.

Present your partner's situation to the class. Discuss ways in which the problem can be resolved or the dream achieved.

What do you learn from this activity?

5

Read the text about student needs. Then do the activity that follows.

Students have a natural and understandable need to feel safe, both physically and psychologically. As they progress through school, this need increases. To foster feelings of security, children should be given opportunities to develop positive relationships with teachers and classmates. School teams and clubs, as well as government-led projects, can help to enhance an all-important sense of belonging. Schools that don't have teachers or advisors whom students trust will soon start losing students.

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Activity 5 (5 minutes)

What makes you feel satisfied and happy at your school?	Parallel feelings	What makes you feel upset and less confident at school?	Parallel feelings
Friendship	Happy and satisfied	My friend ignoring me	Angry and sad
Good grades	Pride	Playing alone	Loneliness and bullying
Being liked by the teacher	Happy and psychologically relaxed	Being shouted at by the teacher	Ashamed and sad
Doing my hobby at school	Relaxed and high self esteem	Failing in certain subjects	Uneasiness and low self esteem

Possible replies:

The teacher asks: "What can we do to help one another to grow and develop positively at school? The teacher then asks the students to discuss that, focusing on the following ideas:

Helping and supporting one another, accepting differences, being tolerant, working as a team, listening to others opinions and respecting others.

What makes you feel happy at your school?	Parallel feelings	What makes you feel upset at school?	Parallel feelings

a How can we help each other grow and develop positively at school?

.....

.....

.....

Lesson 4

Happiness is the Key of Life

Learning Outcomes

- Explain what is meant by well-being.
- Have an awareness of the tools available to promote physical and psychological well-being.
- Differentiate between a state of genuine well-being and one of superficial happiness.

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Lesson Objective

The lesson is aimed at defining happiness and how to attain it through the right ways and methods. To build a disregard for the concept of virtual happiness which is promoted by the community.

Required Material

- Table of faces expressing feelings
- Computers connected to the Internet
- Papers and tools for drawing

Learning Outcomes

Understand what it means to possess real wellbeing, know which tools are available to promote and maintain physical and psychological well-being, without relying on virtual happiness which is promoted by the community.

Vocabulary

happiness

real happiness

fake happiness

1 Complete the following questionnaire. Then work out the level of happiness in the class.

A. Complete the questionnaire by putting ticks in the boxes that describe your feelings.

My feelings	Happy	Normal	Sad
Today			
Yesterday			

B. Collect answers from the class. Add the answers for each day and record them on the chart.

Survey of Student Feelings	Happy	Normal	Sad
Today			
Yesterday			

Happiness	Joy, satisfaction and reassurance.
Real happiness	Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace.
Fake happiness	Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction.

Introductory Activity 1 (10 Minutes)

The introductory activity, is aimed at clarifying happiness as a feeling whose levels vary according to the circumstances.

The students will conduct active research through a questionnaire to discover how their classmates feel happiness. (One minute)

a- The teacher asks the students to answer the questionnaire questions individually, impartially and objectively. (One minute)

b- The teacher prepares a table (such as the table in the student's book), then compiles the students' answers for each question, having divided them into groups and having them record their answers in their book. (8 Minutes)

The teacher questions the students about their findings. (expected responses: People feel a different kind of happiness when they are alone and when they are amongst others).

Students reflect on the questions: Why are you happy today, (name)? Why were not you happy yesterday like what you are today?

The teacher invites students to form a conclusion within their groups.

Expected Answers:

- An individual's feeling of happiness changes between one day and another, as he/she can be very happy and become sad or vice versa.
- Individuals are not all happy, while someone is very happy the other can be less happy or sad.
- Not everyone is necessarily happy, it is a non-permanent feeling that varies according to circumstances.

The students answer the questions individually and think about the things, people or events that make them happy.

Activity 2 (15 Minutes)

The activity promotes the concept of true happiness and how to live it, as well as supporting their classmates and encouraging them to live it too.

The students read the text on how an individual can feel true happiness, which comes with loving life, self-confidence, self-esteem, respect for others, kindness and polishing skills, using time objectively and effectively. (3 Minutes)

a- Students are divided into groups and discuss the concept of true happiness as represented in the text. (2 minutes)

b- The students collaborate in developing a two-day programme so that their classmates have an opportunity to experience true happiness. The programme can include (10 Minutes)

Playing your favourite sport with friends, visiting a sick person and relieving his/her pain, giving away old possessions, thinking (with his/her parents, teachers or friends) about the decisions he/she failed to take responsibility for and apologising for them, actively taking responsibility (like room arrangement), thinking about skills and hobbies, planning how to develop them, buying or reading a book or magazine, reading a book for a child (maybe for his/her brother)

Differentiated Learning:

Beginners: The teacher helps students to read and comprehend the text, as well as to understand what is required by question (b). They participate by suggesting two activities that makes one happy.

Advanced Students: They expand the programme to include specific locations and places.

2

Read the text about happiness. Then do the activities which follow.

Happiness brings joy to life and makes us feel better. What makes us happy is different for different people. Things that make one person happy may not have the same effect on someone else. However, in two ways we are all the same: we can all find happiness through our relationship with ourselves, and we can all find happiness through our relationships with others. Happy people support others and can do the following things:

- **Feel good about themselves**
- **Take responsibility for decisions that they make**
- **Not worry when changes happen in the lives**
- **Try to improve their skills and talents**
- **Teach others and allow others to know their true feelings**
- **Love and respect other people and understand how they feel**
- **See life in a positive way**

Work in groups

- a. Think about the text and talk to your classmates about what true happiness means.
- b. Talk to your friends about things you could do together to make you all truly happy.

3

In 2016, the UAE created the Ministry of State for Happiness. This government department wants to make sure that everyone in the UAE is happy. It works with many different organisations to try to do this.



Students took part in the '100 Days of Positivity'. Lots of artistic, cultural, social and sports activities were organised to try to make schoolchildren all over the UAE behave in a positive way.



Her Excellency the Minister of State for Happiness, Ohood Khalfan Al Roumi, started the first 'Happiness Patrol' in the world. When the patrol sees a driver who is obeying the rules of the road, they give them vouchers and gifts.



Also, the Ministry of State for Happiness decided that workers should spend two hours out of every month doing something that makes them feel happy and positive about their jobs.

Activity 3 (10 Minutes)

This activity is aimed to introduce students to the UAE's efforts to achieve happiness and positivity for its citizens by establishing the Ministry of Happiness. The Ministry ensures that all plans and programmes of the Government are aligned to achieve the happiness of the community.

Students read the texts and discuss the importance of a ministry specialising in spreading positivity, happiness and ensuring citizens' satisfaction. (3 Minutes)

a- (4 minutes)

Every student, whether a citizen or resident, thinks of reasons why they feel happy to be living in the UAE. In groups of five students share their positive answers and experiences.

Each group presents its answers on a large paper with drawings as seen in the student's book.

b- (3 minutes)

Every student, as a minister of happiness, thinks of an initiative to launch in the UAE that contributes to instilling happiness and positivity in the community. Refer to the examples if needed.

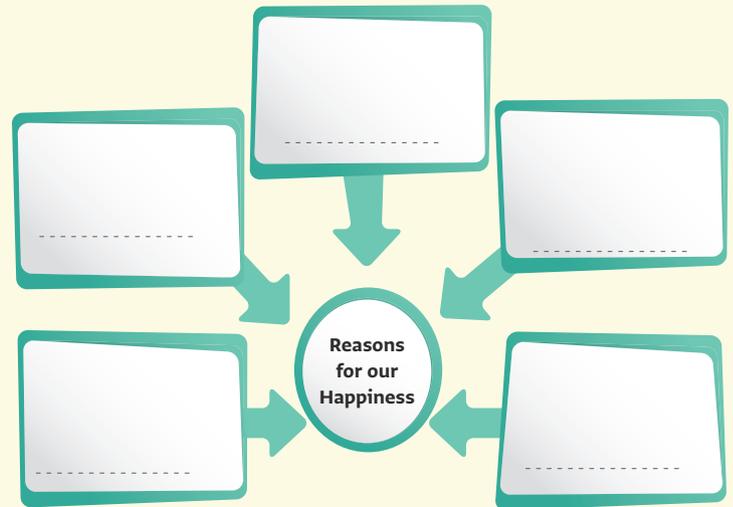
It is preferred for the initiative to be specific rather than general. Example: Holding an event on the occasion of the National Day of Happiness, that includes games and recreational activities for children aged between 6 and 10.

Differentiated Learning:

Beginners: The teacher helps the students to read both texts and encourages them to answer questions verbally.

Advanced Students: In question (b), the students to prepare a short speech to announce the initiative to be launched by their ministry with the possibility of audio-video recording (or only audio like a radio broadcast).

- a. Work in groups. Think about what makes you happy as a citizen or resident of the UAE. Talk to the students in your group about your ideas. Write the five most important things.



- b. If you were the Minister of State for Happiness, would you suggest to help everyone in the country feel happy and positive?

.....

.....

4 Read the text about the Kingdom of Bhutan. Then do the activity that follows.

The small Himalayan Kingdom of Bhutan is a Land of Happiness. Sadness amongst its people is unusual. Since 1971, the kingdom uses the slogan 'Gross domestic happiness is more important than gross domestic product.' This means that when we measure how well a country is doing, we should not only measure how much money its people make. We also need to measure their happiness. In Bhutan, the government considers the following things to measure happiness: a person's health, how they feel about themselves, their education, how they use their time, how well they deal with changes in their lives and how much they like the homes and areas they live in. According to the 2010 Gross Domestic Happiness Index, 42% of Bhutanese people are happy, 50% are almost happy and 8% are very happy.



Kingdom of Bhutan

Work in groups. Think about the list of things used in Bhutan to measure happiness and how people feel about themselves, there. Do you think those things are important for making people happy? Explain your answer, giving examples.

Activity 4 (15 Minutes)

Students read the text and work in groups to answer the question. Students share their views on the concept of happiness and other peoples concept of happiness. (the people of Bhutan).

Expected answers: Happiness is based on the satisfaction of the individual who successfully navigates social daily life of man. For example, he/she is happy to achieve a psychological balance that allows him/her to overcome the hardships of life as well as those who do not complain of physical illness or illness. Those who can learn in a way that enables him be multi-disciplined achieves happiness. One of the most important examples of obtaining happiness is the ability to enjoy a native country with wise leadership that believes in the capacities and capabilities of youth and promotes social security.

Lesson 5

Addressing Change and Loss

Lesson Objective

This lesson is aimed to introduce the students to the concepts of loss, missing and change and enable them to follow practical steps to help them overcome the crises that accompany those cases.

Required Material

-  A hand shape with the thumb pointing up (indicating the number of the grade students) as evidence of support -  A hand shape with the thumb pointing down (indicating the number the grade students) as a sign of lack of support.

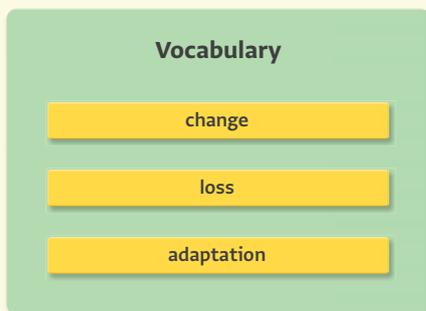
Learning Outcomes

- Understand that we will face changes as we grow older and that we can adapt to these changes by identifying when they occur and sharing our concerns with others, while recognising that change can be positive.
- Identify the people in the community best able to help us cope with change and loss.
- Ask for help for ourselves and for our friends.

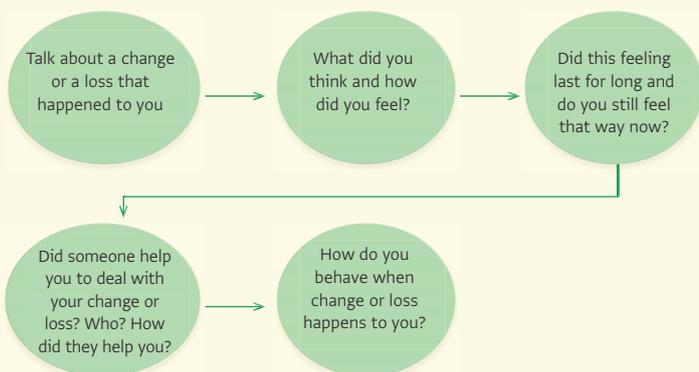
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Learning Outcomes:

- Understand that they will face changing situations as they grow and can learn to adapt to the challenges they face in these situations by identifying when they occur and communicate their concerns to others, while realising that change can be positive.
- Understand changes and losses and Identify who to ask for help to deal with such situations, for themselves and others.



1 Work in groups. Following the steps below, talk to each other about times when change and loss happened in your lives. Make sure that everyone in the group gets a chance to speak.



Change	To become different; different circumstances from one situation to another
Loss	No longer having something or someone that you once had; the feeling of something or someone being taken from you.
Adaptation	Harmony and compatibility with circumstances

Introductory Activity 1 (10 Minutes)

The teacher starts the lesson with the following introductory activity, a dialogue session in which students self-reflect and share their experiences of change and missing.

Cases that students can review: Change of the place of residence, the teacher, the educator, the house, the room he/she used to love, his/her place in the grade, physical change, losing something valuable as a watch or gift, missing a beloved person or a friend (may be due to losing contact with him/her or losing the relationship because of a certain problem), etc.

The students choose - among themselves - the order of speech (draw lots, pass a ball randomly, rotate a bottle ...).

Each student talks about the situation in which he/she has gone through the sequence of questions. He/she tells about the incident and the emotions it raised (sadness, anxiety, anger, fear) and perhaps the accompanying physical symptoms (abdominal pain, loss of appetite, trembling). The teacher asks whether these feelings still accompany him/her or if he/she has overstepped them; and if they still accompany him/her, it is likely that the student has not overstepped the incident in a healthy manner. If he/she has overstepped them, he/she talks about the kind of support and assistance he has received. The students may choose to share with their colleagues a positive change in their lives.

Activity 2 (20 minutes)

This activity is aimed to provide students with ways to adapt to change and missing by studying a new situation that is subject to certain uncontrolled conditions.

The teacher presents Johnny's case to the students. (2 minutes)

Each pair is then asked to answer the activity's questions. After that, each two pairs form a group in which students discuss their answers, until one answer is reached.

Expected Answers:

a- (Two minutes)

The students discuss the difficulty and criticality of what Johnny is going through; he has left his home to live in a new country and a new culture. He has also moved away from his colleagues and school and will join a new school, with new teachers and colleagues with whom he may mix up or not.

The answers revolve around what Johnny misses and will miss by moving to Abu Dhabi and the changes that will occur in his life, and also around his concerns about them: New country, new people, new school and system, new colleagues...

b- (3 minutes)

After having been assured by his father, Johnny replied:

I will not be alone because I will get the support and accompany from my parents and the officials at the new school. I will be able to build new friendships in the new school, so I'll have more friends. Also, I'll be able to keep in touch with my colleagues in America thanks to the means of communication via the Internet.

c- (3 minutes)

If necessary, the teacher explains the meaning of adaptation, that is: Harmony and compatibility with changing and new conditions in order to maintain living properly. The change may be for the better, but it takes effort to adapt.

Non-adaptation negatively impacts individuals, which may lead to isolation and loss of communication with others and thus feeling unhappy.

d- (5 minutes)

Building new friendships in the new school/ learn about the UAE culture and the customs of its people by reading stories, watching documentaries and tourism, which helps to adapt in the new community/ joining recreational and sports club...

2

After you have talked about times when change and loss happened to you, read the story about Johnny. Then answer the questions that follow.

Johnny and his parents recently moved from America to Abu Dhabi. When they arrived in Abu Dhabi, Johnny's parents began looking for a suitable school for him. But Johnny was very quiet and didn't seem to be interested in finding a new school. He stopped speaking to anyone.



His father noticed that Johnny was unhappy and asked what was wrong.

a. What do you think Johnny said when his father asked him what was wrong?

b. Johnny's father will probably tell Johnny not to worry about starting a new school. What do you think Johnny will say?

c. How big a problem is it if people refuse to accept change or adapt to a new situation?

d. What could you say to Johnny to help him adapt to his new life?

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The students share the answers and the teacher summarises the activity for the students, stressing the importance of overcoming change and missing in a positive way.

Differentiated Learning:

Beginners: The teacher helps them identify Johnny's problem and how to properly overcome this problem.

Advanced Students: They use questions to write a short story that reviews Johnny's problem and how he overcome it.

Conclusion of activity 2

Change and missing may leave a bad and sad feeling, but we can transform it into new energy through learning, adaption and being introduced to new things and places that may change our lives for the better, if not for the best. At least we have learned how to maintain the essentials of a healthy life.

3

Work in groups. Look at this list of things we can do at times when change or loss happen to us. Do you agree with these ideas? Explain your answer, giving examples.

- Talk to a friend, someone in your family, doctor, or nurse.
- Don't be afraid to cry.
- Get plenty of sleep and rest.
- Eat healthy food.
- Ask for advice and help, especially when you are feeling unhappy or worried about something.

Activity 3 (10 Minutes)

This activity is aimed to self-train coping with change (especially negative) and missing in practical ways, and identify the people to be asked to help.

The teacher reads with the students the text about how to deal with change and missing.

The teacher divides the grade into small groups, each of which explains the importance of one step in the process of overcoming missing through explaining or sharing examples.

Expected Answers:

- **Expression of self and feelings:** It is very important to express our concerns and psychological state to others to let them give us support.
- **Allow feeling sad and crying:** It is not good to suppress our emotions (keeping emotions), which can lead to burden oneself with problems and burdens that we cannot bear alone. It is therefore advisable to express what we feel even if crying is required.
- **Sleeping:** Sleeping helps to secure comfort to the human body, which in turn helps to provide us with a positive energy to overcome difficulties (the teacher must intervene to explain the difference between healthy sleeping and the seriousness of escaping problems through sleeping).
- **Eating healthy food:** Linking with previous lessons, healthy and balanced meals strengthen the body and give us the ability to think properly (binge may also be address or stop after addressing eating only).
- **Seeking advice and assistance:** Seeking advice from experienced counsellors conveys their experiences to us, relieving us which alleviates the suffering of thinking and finding meaningful solutions to help us overcome the problems. Asking friends and family for help to do fun and entertaining activities relieves grief.

The teacher listens with the students to the answers and discuss them. The teacher stresses the importance of resorting to a trusted adult and the possibility of going to the school psychological mentor (the school psychological mentor can be invited to participate in this session so that he/she introduces himself/herself to the students and tells them about his/her work and expresses his/her willingness to help them whenever they need him/her.)

Activity 4 (25 minutes)

This activity is aimed to review the concepts of well-being and true happiness and to instil it in the minds of the students by reading the text about the Dutch children who are classified as the world's happiest children due to the simple and healthy lifestyle they live with their families

The students read the text and discuss the lives of Dutch children and what distinguishes them based on what they have learned throughout the unit. (5 Minutes)

The students are divided into five groups. Each group is given a large paper and then they write on it the following addresses: Physical Wellbeing - Health & Safety - Education - Behaviours & Risks - Housing & Environment.

Each group writes 5 to 8 steps to achieve well-being and healthy growth of children according to each of the above criteria. (10 Minutes)

Each group, through a representative (or two representatives speak alternatively), presents its work in front of the grade and at the end of each presentation the students give their opinions on what has been said and suggest additional appropriate steps which are then approved. (10 Minutes)

Suggested Answers:

Some group answers may be similar.

Financial Well-Being: Living above poverty line, proper meals, entertainment (reading books, practicing hobbies, playing freely), getting games, owning enough money to participate in paid school activities, lighted and quiet place for study, internet access, tidy and new clothes, being able to invite friends to come to one's home and having meals together, owning a computer or IPAD (not necessarily changing it every year), owning a vehicle (car)...

Health and Safety: Access to health centres, availability of vaccines and taking them, food safety, good and developed health services, eating healthy and balanced meals, practicing sports and exercising...

Education: The availability of high-quality education, for all and for People of Determination, a healthy and encouraging school environment, the presence of a psychological mentor who follows students' issues, the availability of safety requirements (for example: Transportation safety).

4**Read the text about the happiest children. Then do the activity that follows.**

In 2013, a UNICEF report said that Dutch children are the happiest in the world. It said that Dutch children were happier than children in twenty-nine of the richest countries in the world, such as the United Kingdom and the United States of America. The report looked at the following important areas of a child's life: physical well-being, health and safety, education, behaviours and risks, housing and environment. Dutch children were the happiest in all these areas. When asked how happy they were, 95% of Dutch children said they were happy.

Dutch parents try to treat their children as individuals. They understand that children are not all the same. They believe that success does not always make people happy, but happiness can help them to succeed.

The report said that 85% of Dutch children aged 11-15 ate breakfast every day. Studies prove that if children eat breakfast every morning, they are less likely to eat unhealthy, fattening snacks during the day and it helps them to concentrate in school.

But the real point here is that starting the day by having breakfast as a family helps to build strong relationships in the family.

Dutch families like to live a simple life. Most of them like to do simple, cheap activities together, and they do not always want to buy expensive things.

Behaviours and Risks: Following a healthy and proper diet, maintaining personal hygiene, practicing sports, maintaining body health and safety (non-smoking, drug abuse or drinking alcohol), protection from physical and psychological abuse (such as violence and bullying), receiving support from parents and school and availability of psychological counselling...

Housing and Environment: The availability of inhabitable housing (provides protection from cold and heat, good structure) that secures the special needs of the people living in it (for example, suitable for People of Determination), secures essentials of safety and comfort (a sufficient number of rooms to feel comfort and privacy), a healthy environment free of pollution, a morally sound environment...

Differentiated Learning:

Beginners: The teacher helps the students understand the text and what is needed and encourages them to suggest a step or two to achieve growth and wellbeing for children according to the studied criterion.

Advanced Students: The students work on more than one criterion.



- A. Work in groups. Identify five to eight steps that can ensure the well-being and healthy growth of children. Present your ideas to the rest of the class.

5 Read about some situations where change or loss happens.

Work in groups. Role-play each situation to show how you could help the people involved. Talk about the different emotions felt by each of people.

- Yusuf crashed his bicycle today. It was badly damaged and he won't be able to ride it again.
- Janna's father has found work abroad. He will only be able to visit his family once every three months.
- In the middle of the school year, the science teacher had to leave because he was sick and a new teacher has arrived to teach science.

Activity 5 (15 minutes)

This activity is aimed to provide support and assistance to people in situations of change and missing.

In three groups, the students study the dialogues and write appropriate text for each case, to review through it:

- The type of the problem.
- Feelings that prevail in such situations (sadness, anger, anxiety, confusion ...) With the behaviours that accompany them (crying, aloneness, declined school performance, violence...).
- The role of the friend in providing support and assistance.
- The entity or persons who can be trusted and resorted to (parents, teacher, psychological mentor).
- Lessons and guidelines on how to overcome difficulties in a positive way

The teacher discusses with the students the objective of the activity and each case in it.

Activity 6 (20 minutes)

The teacher explains the changes in the way the food facing the student at the age of the adolescent and its causes. This includes the fact that a teenager tends to eat outside the home at fast food restaurants, and may tend to eat more sweets because of the change of hormones in this age. Moreover, he/she may sleep late at night, etc.

The teacher requests the students to be divided into groups to perform the project of healthy food.

The teacher follows the instructions contained in the student's book and helps the students complete their project presentation in classroom or at a school ceremony.

6 Eating unhealthy meals is one of the children's changes in their adolescence, as they eat more fast food instead of healthy food.

- Collaborate with your colleagues to make a project on the healthy food.
 1. List names of your team's members and task of each member according to his tendencies
 2. Specify the budget
 3. Choose the method suitable for you to present your project from the following:
 - a. Hosting a nutritionist and asking him to talk about:
 - Healthy food that the body needs
 - Child's different needs of the different types of food and the reason behind that
 - The importance of adequate sleep and the relationship between healthy nutrition and increased concentration
 - and other topics relevant to public health.
 - b. Play videos collected by your group on the same topic. You have to consider the following:
 - Distribute the roles to the team members.
 - Select the appropriate material for the presentation.
 - Specify the presentation duration.
 - Provide the required sources.
 - Design the display style (large screen, PowerPoint, ...).

- c. Design magazines, pamphlets, folded cards
 - Select the method type: Wall magazine, board, pamphlet, folded card, etc.
 - Specify the form and design
 - Collect the scientific content: Sayings, tips and guides, realistic stories
 - Perform and direct
 - Present the product
4. Develop a time plan for implementation
5. Set the presentation date
6. Prepare a healthy food word beginning by defining the healthy foods such as meat, vegetables, fruits, etc., unhealthy foods such as fast food, fats, deserts, etc. and other factors affecting the health such as wake, fatigue, etc.
7. Prepare questions to run the discussion after the project is presented

Glossary

Acts of compassion: Acts by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on

Adaption: Adjusting and getting used to different or changed, circumstances

Change: To become different; different circumstances from one situation to another

Discrimination: Practices or attitudes that unfairly treat some people different than others because of their social class, ethnicity, religion or gender

Educational equality: When everyone is given an equal right to access education, develop their talents and capabilities, and participate effectively without judgment or discrimination

Empathy: The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering

False happiness: Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction

Growing in a positive way: Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill developing opportunities

Happiness: Joy, satisfaction and reassurance

Healthy diet: Eating diverse and varied food to acquire all nutrients in the quantities required by the human body

Healthy lifestyle: Living within proper environmental and health standards that ensure well-being and positive growth

Loss: No longer having something or someone that you once had; the feeling of something or someone being taken from you

People of determination: An honorary designation for “People With Special Needs”, instead of the term “People With Disabilities” which is frowned upon, that aims 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.

Personal hygiene: A person’s habits and actions to maintain bodily cleanliness and general health

Positive relationship: A bond, connection or friendship based on effective communication, trust and understanding

Respect for others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class)

Right to housing: Everyone’s right to safe, secure and affordable shelter with the services and facilities needed to meet basic needs, as well as protection against arbitrary expulsion or forced eviction

Self-respect: Belief in one’s inherent value and worth as a human being; an appreciation of one’s positive qualities and skills

Social welfare: A group of services aimed at providing the appropriate living and health conditions for individuals, in addition to developing their abilities according to both individual and collective needs

Stereotype: A common prejudgement about a subject, person or group in general.

Sympathy: A willingness and desire to support and help others who are suffering; a desire to alleviate someone else’s suffering

Tolerance: Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender

True happiness: Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace

Vulnerable groups: Marginalised groups in society facing difficult social and living conditions, such as the poor and refugees

Well-being: Comfort, health and happiness

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