



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Six

First Semester

Teacher's Guide

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

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التربية الأخلاقية
MORAL EDUCATION

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Trial Edition

2017- 2018

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

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

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

“ ‘Values are the foundation of a 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

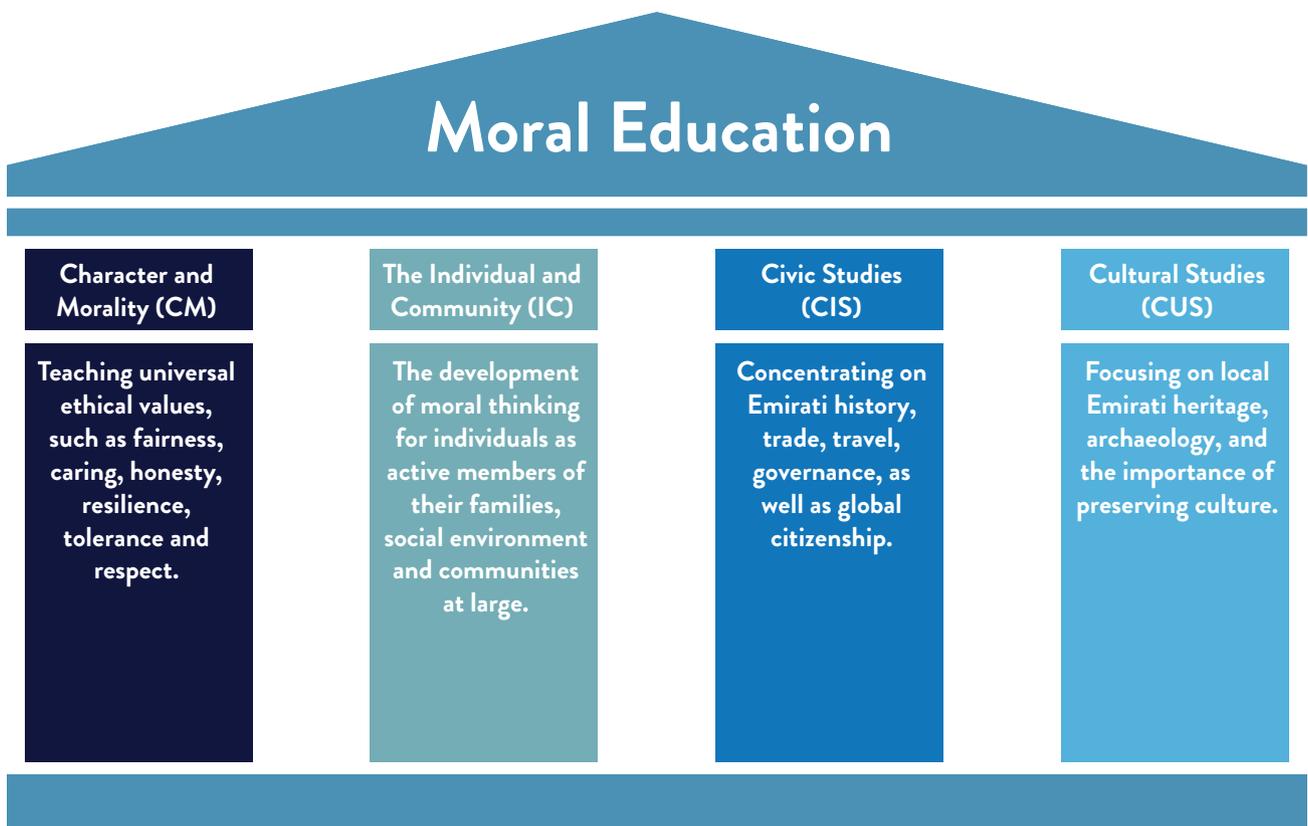
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local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

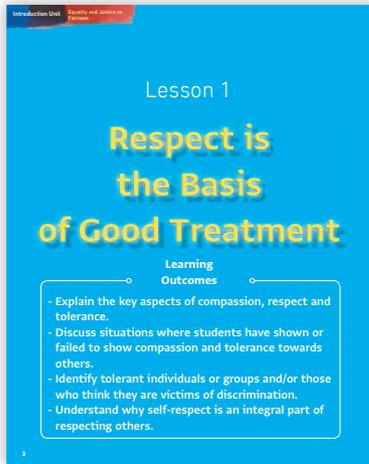
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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



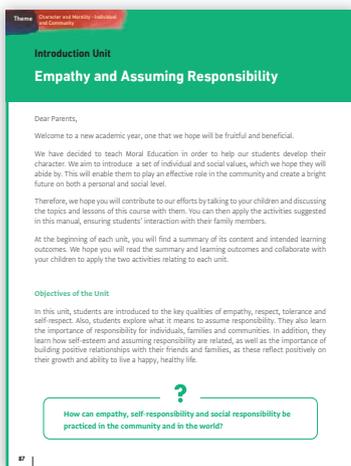
Student Book

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.

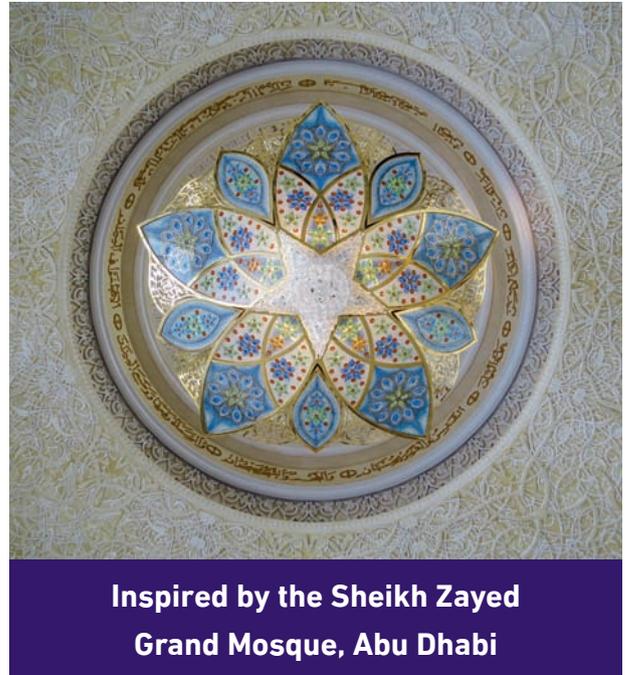
The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

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.



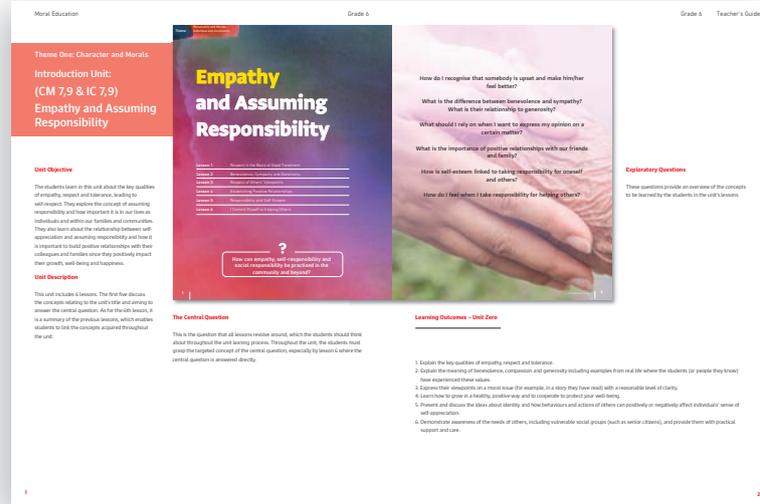
**Inspired by the Sheikh Zayed
Grand Mosque, Abu Dhabi**

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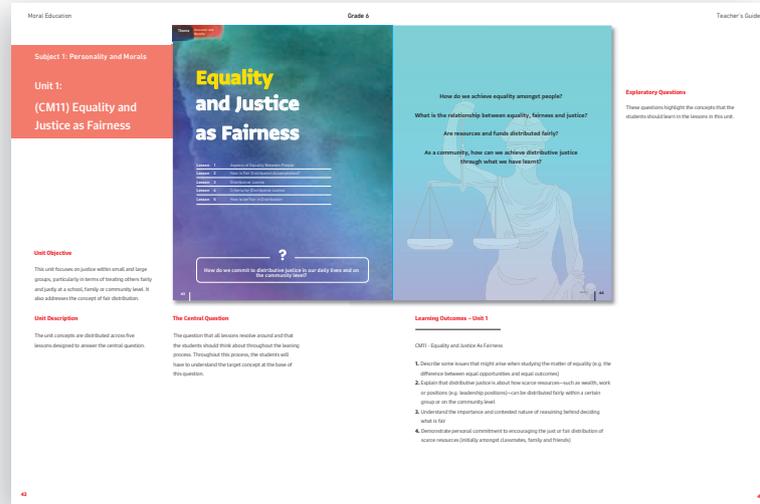
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Theme One: Character and Morals

Introduction Unit:

(CM 7,9 & IC 7,9)

Empathy and Assuming Responsibility

Unit Objective

The students learn in this unit about the key qualities of empathy, respect and tolerance, leading to self-respect. They explore the concept of assuming responsibility and how important it is in our lives as individuals and within our families and communities. They also learn about the relationship between self-appreciation and assuming responsibility and how it is important to build positive relationships with their colleagues and families since they positively impact their growth, well-being and happiness.

Unit Description

This unit includes 6 lessons. The first five discuss the concepts relating to the unit's title and aiming to answer the central question. As for the 6th lesson, it is a summary of the previous lessons, which enables students to link the concepts acquired throughout the unit.

Theme Personality and Morals – Individual and Community

Empathy and Assuming Responsibility

Lesson 1	Respect is the Basis of Good Treatment
Lesson 2	Benevolence, Sympathy and Generosity
Lesson 3	Respect of Others' Viewpoints
Lesson 4	Establishing Positive Relationships
Lesson 5	Responsibility and Self-Esteem
Lesson 6	I Commit Myself to Helping Others

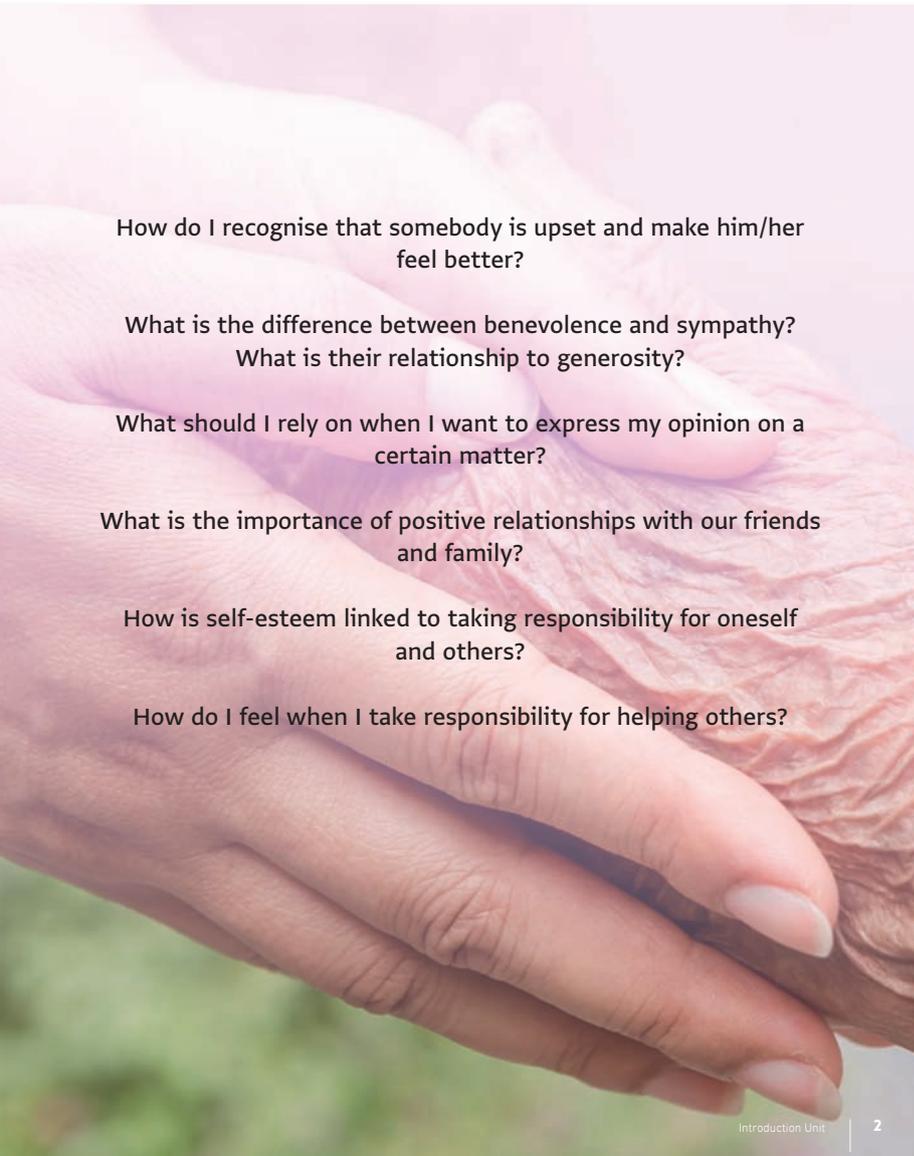
?

How can empathy, self-responsibility and social responsibility be practised in the community and beyond?

1

The Central Question

This is the question that all lessons revolve around, which the students should think about throughout the unit learning process. Throughout the unit, the students must grasp the targeted concept of the central question, especially by lesson 6 where the central question is answered directly.



How do I recognise that somebody is upset and make him/her feel better?

What is the difference between benevolence and sympathy?
What is their relationship to generosity?

What should I rely on when I want to express my opinion on a certain matter?

What is the importance of positive relationships with our friends and family?

How is self-esteem linked to taking responsibility for oneself and others?

How do I feel when I take responsibility for helping others?

Exploratory Questions

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

Learning Outcomes – Unit Zero

1. Explain the key qualities of empathy, respect and tolerance.
2. Explain the meaning of benevolence, compassion and generosity including examples from real life where the students (or people they know) have experienced these values.
3. Express their viewpoints on a moral issue (for example, in a story they have read) with a reasonable level of clarity.
4. Learn how to grow in a healthy, positive way and to cooperate to protect your well-being.
5. Present and discuss the ideas about identity and how behaviours and actions of others can positively or negatively affect individuals' sense of self-appreciation.
6. Demonstrate awareness of the needs of others, including vulnerable social groups (such as senior citizens), and provide them with practical support and care.

Lesson Objectives

People who live within the same circle of the students and they are important to them. They also have their qualities that distinguish them from others. (Feelings/important to me)

Required Materials

Board, images from the book, Computer, photos that show tolerance, cardboard and colored paper, sticky notes with expressions of empathy, compassion, and passion

Learning Outcomes

- Explain the key aspects of compassion, respect and tolerance
- Discuss situations where students have shown or failed to show compassion and tolerance towards others
- Identify tolerant individuals or groups and/or those who think they are victims of discrimination
- Understand why self-respect is an integral part of respecting others

Self-respect	A sense of pride and confidence in yourself. Belief in your own abilities and worth.
Respecting others	Treating others with an understanding of their importance and value.
Dympathy	Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.
Empathy	The ability to share the feelings of another person, and to put yourself in their shoes.
Acts of compassion	Actions that help to reduce the suffering of others. For example, giving charity, feeding the hungry, visiting the sick.
People of determination	People who have different abilities. They may be blind, deaf, disabled, have learning difficulties or any other condition that means they have different needs to others.
Tolerance	Willing to accept different people, as well as different views, beliefs and attitudes.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Lesson 1

Respect is the Basis of Good Treatment

Learning Outcomes

- Explain the key aspects of compassion, respect and tolerance.
- Discuss situations where students have shown or failed to show compassion and tolerance towards others.
- Identify tolerant individuals or groups and/or those who think they are victims of discrimination.
- Understand why self-respect is an integral part of respecting others.

Vocabulary

tolerance

self-respect

respecting
others

discrimination

acts of
compassion

sympathy

empathy

people of
determination

In this lesson, the teacher will define self-respect and how it is essential for gaining the respect of others. Once the concept of self-respect is established, the teacher introduces the concept of empathy. Students are made aware that respect for others is the cornerstone of empathy and the beginning of sympathy.

The teacher requests that students imagine themselves in the shoes of others to feel their suffering, and try to act compassionately towards them as much as possible. Respect and empathy are paired with tolerance and acceptance of others. No matter how different a person may be, tolerance and acceptance is paramount and is protected by the rights guaranteed by laws of citizenship and international legitimacy. In this instance, we refer to the UAE law which provides for the rights of those in the country.

* 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.

Activity 1 (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:

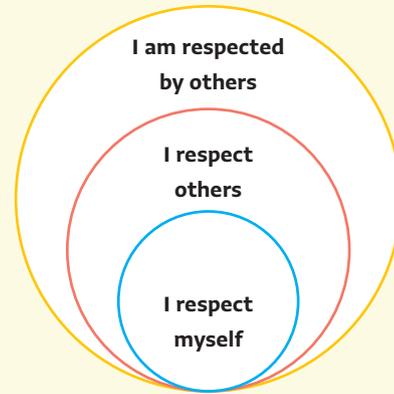
- Show self-respect
- Show respect for others
- Enjoy respect from others.

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

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.

1 How can you show self respect and respect for others? Fill the circles 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.



From respect to empathy: What can I do?

William Faulkner (American novelist and 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
.....
.....
.....
.....

Read the following text on the theme of tolerance in the UAE and do the activity below.

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,



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

Activity 2 (10 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 might 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.

Activity 3 (10 minutes)

Students work in groups.

Read through the text as the class.

Students discuss the questions in their groups.

Possible answers:

1. Article 12 ensures that people of determination get fair treatment. They benefit because they can still receive an education, even with their disability.
2. The school must offer classes with support for people of determination. The students need to assist to make them 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:

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

Advanced Students: can perform role-plays of situations that illustrate empathy.

for Eastern and Western cultures, an example of peace and harmony for all people. The many churches and temples in the country enable worshippers of different faiths to practise their religions.

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

2016 was a year of tolerance and happiness in the UAE. Design a wall chart that displays expressions of the meaning of tolerance as well as quotes from world champions of tolerance and their pictures.

3

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 with disabilities, 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.”

* 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.

a. Why do you think Article 12 was written? How can people benefit from it? Share your opinions with the rest of the class.

.....

b. How could these ideas be implemented in your school?

.....

4

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

Activity 4 (10 minutes)

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.

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.

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 in January and is a federal holiday in the United States. Dr. King's legacy is honoured in many ways on this day, including people taking part in volunteer work in their communities.



Martin Luther King in Washington during his *I Have a Dream* speech

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.

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

.....

- 5** Let us act compassionately!
Within your group, plan a day in which you can show empathy for weak or needy groups within your community through acts of compassion. This may include visiting a hospital for the elderly to spend some fun time with patients, filling boxes with small gifts for needy children or visiting a school for people of determination.

Activity 5 (10 minutes)

This activity is a practical application of what students have learned about acts of empathy. The project will be named: 'A day to show empathy'

Students begin writing the stages of project implementation:

1. Project idea: Students explain the idea of the project
2. Justifications of the project: Students explain why they chose the project
 - a. Student define the kind of empathy they will be expressing
 - b. Guidelines: Students can research on the internet or can use ideas from previous lessons
3. Ultimate Objective: Students determine what is the ultimate objective that they intend to do.
4. Project implementation; students determine:
 - The plan of the activity
 - The person responsible for the activity
 - The materials to be used
 - The duration of the activity
 - The people they will be helping

The teacher coordinates with administrators and other teachers to assist students in implementing the project for a full week at designated times. After the project is completed, the teacher encourages the students to write an evaluation.

Differentiated Learning:

Beginners: Select a project and help the teacher identify the sub-goals to be achieved

Advanced Students: Select another project or develop this project to expand its application in other schools or in the community

Lesson Objectives

People who live within the same circle of the students and they are important to them. They also have their qualities that distinguish them from others. (Feelings/ important to me)

Required Materials

- Computer
- 6 colored hats: white, red, yellow, black, green, blue
- White paper
- Cards with the steps of Activity 4.

Learning Outcomes

- Explain the meaning of benevolence, sympathy and generosity, and give examples from real life when students (or people they know) have applied these values

Benevolence	Kindness to others
Sympathy	Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering
Empathy	The ability to share the feelings of another person, and to put yourself in their shoes
Generosity	Willingness to give to others (giving of time, effort or material contributions)

Lesson 2

Benevolence, Sympathy and Generosity

Learning Outcomes

- Explain the meaning of benevolence, sympathy and generosity, and give examples from real life when students (or people they know) have applied these values.

Vocabulary

benevolence

sympathy

empathy

generosity

This lesson requires students to imagine themselves in someone else's shoes to feel their suffering, which allows them to sympathise. We explore the meaning of sympathy, benevolence and generosity through local and international humanitarian actions. Students will also develop a theatre scene in which a cartoon character expresses empathy.

A picture is worth a thousand words.

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



How I think and feel:

What I need:



How I think and feel:

What I need:



How I think and feel:

What I need:

Activity 1 (10 minutes)

Hang pictures around the classroom. Students pair off and put themselves in a position to see the people in every picture. The students discuss people's thoughts and feelings and try to figure out their needs. The students interact with the pictures in the way they prefer (whether verbally or non-verbally). The students discuss what they feel as a consequence of this activity, how they empathise with the pictures and with each other.

Plenary question: How do we empathise with others, and why?

Activity 2 (15 minutes)

The activity focuses on communities and what makes the UAE a supportive society of charity, kindness, generosity, empathy and acts of mercy. Students read the text silently. The teacher asks for ideas and suggestions about the relationship or connection between humanitarian work, kindness and charity.

a. The teacher asks: How are compassion and benevolence manifested in the work of the Zayed Charitable and Humanitarian Foundation?

Six Hats of Strategic Thinking:

The teacher explains the role of thinking hats:

White Hat: Neutral Thinking

Red hat: Emotional Thinking

Yellow Hat: Positive Thinking

Black Hat: Critical Thinking

Green Hat: Creative Thinking

Blue Hat: Inclusive Thinking

- The working groups of each 'thinking hat' consist of 6 students.

- Ask students to answer questions depending on the role of each hat:

White Hat: Write some facts about the work of the Zayed Charitable and Humanitarian Foundation.

Red Hat: How do you feel about the work the Foundation does?

Yellow Hat: How does the Foundation benefit the people it works with?

Black Hat: What are the negative consequences of the Foundation's work?

Green Hat: What can be changed to improve the work of make it more useful?

Blue Hat: How do the benefits of the Foundation's work impact upon people's culture?

- At the end of the discussion, each group submits a report on their conclusions.

- Discussions such as:

Zayed Charitable and Humanitarian Foundation works charitably and compassionately within the United Arab Emirates and elsewhere in the world in accordance with the principles laid down by Sheikh Zayed Bin Sultan Al Nahyan - God have mercy on his soul - particularly in the areas of education, health, relief and charitable work, as well as awards to encourage scientists and scientific research.

2

Sympathy, benevolence and generosity are achieved by helping others, easing their suffering or showing them support. Read the text about the work of the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation, and then discuss the points that follow.

In order to support its humanitarian activities, the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation works to define a framework with other stakeholders involved in charitable and humanitarian work. Charity work is one of the main patriotic features that has helped the UAE stand out and lead the way as one of the most generous countries in the world. Everyone deserves to live with dignity, regardless of their colour, race or religion. The Foundation has developed various charity schemes and launched many poverty-focused programmes to provide aid to all people without discrimination. The Foundation responds to all kinds of events, mainly natural disasters, crises and terrible wars. Recognising the importance of providing humanitarian aid at both national and international levels, the Foundation is keen to reach out to the needy. In order to improve its work, the Foundation uses accurate research methods to collect data based on modern technologies. It also embraces a spirit of openness towards all peoples and countries, and promotes fast communication with international organisations and humanitarian associations.

a. How do the works of the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation reflect the values of sympathy and benevolence?

13

Differentiated Learning:

Beginners: Help students read the text and asks questions, such as when the Zayed Charitable and Humanitarian Foundation was established. The teacher helps students to understand that charitable actions are a way for people to express their humanity and compassion.

Advanced Students: Ask students to compare the work of the Zayed Charitable and Humanitarian Foundation with that of a global institution of their choice.

b. This activity aims to introduce students to the acts that Sheikh Zayed was known for, such as generosity in the UAE and internationally.

If students have internet access: Students individually examine the work and achievements of Sheikh Zayed, and then discuss what they find.

If students do not have internet access: The teacher distributes among the students articles or information collected (information on the subject can be found at <http://zaied.blogspot.com>).

b. Reflect on the life of H.H. Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) and with your team, identify the generous acts he was known for. Present them on a piece of paper, as a poster or in digital form.

3

Let's take a look at humanitarian work that shows benevolence and generosity in action and promotes empathy in the world. Read the article about UNICEF's efforts in fighting world hunger. Then discuss the points that follow.

Since the outbreak of war in South Sudan, nearly 1,900,000 people, half of whom are children, have fled from the violence to often inaccessible areas. UNICEF and the World Food Programme (WFP) set up a quick and complete response mechanism in early 2014 to offer urgent help to desperate families by aeroplane or across rivers. In March 2017, one month after declaring a state of emergency over the worsening food crisis in parts of South Sudan, UNICEF, in collaboration with the WFP and other partners, helped save the lives of 145,000 people, including 33,000 children under the age of five. And with the help of rapid response teams, UNICEF staff ran malnutrition tests on nearly 6,000 children under the age of five and vaccinated over 25,000 children against polio and measles. The organisation also offered clean water and other hygiene supplies to nearly 11,000 people. Furthermore, more than 40 children accompanied by their parents have been registered

Activity 3 (15 minutes)

This activity introduces students to notable acts of charity, generosity and humanitarian work throughout the world. The students read the text aloud (or silently if the teacher deems that more appropriate).

a. The teacher asks student to reflect on some photographs of children in the country of South Sudan, imagining that they are among those children being assisted by UNICEF. The teacher asks students to first work with a partner and then individually. Students practice writing a letter and then complete the table that follows:

From	
To	
Opening statement	
Subject	
Important ideas/ questions and inquiries	I remember when... I felt... and you helped me...
Date	
Closing statement	
Additional: drawings...	

Write a message to this organization that includes the following:

- Each student produces an individual message based on the work completed previously in pairs.
- Everyone shares their work by hanging the messages in the classroom and expressing positive feelings.

Differentiated Learning:

Beginners: Distribute a sample message to help students fill in parts that express their feelings and gratitude.

Advanced Students: Ask the students to search for a documentary film about the provision of humanitarian aid in different countries around the world. Think about how we can help and show support to those in need throughout the world.

b. This activity introduces students to civil and governmental humanitarian institutions and agencies around the world.

If students have internet access: Students work individually to search online for information on non-partisan humanitarian institutions in the world. The research should be supported with documents and photographs that highlight the work of the organization.

If students do not have internet access: The teacher distributes among the students articles or information that they can use to extract information. This could include information on:

- a global association that works for the benefit of humanity in general, such as the International Federation of Red Cross and Red Crescent Societies. This is an international non-governmental organization that carries out various humanitarian activities throughout the world through its centers, which are supported through local and international donations and the efforts of volunteers.

Differentiated Learning:

Beginners: Distribute simple articles containing information about governmental or civil humanitarian agencies and institutions currently active around the world.

Advanced Students: Ask students to design their own charitable or humanitarian institution to provide help to the poor and the needy.

to kick off the family reunion process. These missions are moving around all parts of South Sudan. This is another reminder of why all of the workers in the humanitarian field in the country must be allowed to reach those in need in a full, safe and uninterrupted way.



Refugee camp in Sudan

a. Imagine that you are one of those children in South Sudan and that UNICEF provided you what you have just read. Write a short letter to this organisation. The letter should contain the following

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

b. Research an active government or civil humanitarian organisation or agency around the world, highlighting its most prominent contributions in its fight against poverty or the protection of the environment, health or world heritage. Also note the most significant obstacles it faces in its work. You can display your findings electronically, which would allow you to include photos and films in your presentation.

4 Work with your classmate to write and act out a scenario about ways to show sympathy towards others, considering the following points:

- I can feel what others feel
- I understand their suffering
- I respond to this feeling

5 Work in groups. Create a cartoon character who has the traits needed to be a symbol of empathy. Draw it on a separate piece of paper and describe it below.

.....

.....

.....

Activity 5 (10 minutes)

Give students the freedom to tell their classmates about their favourite cartoon character and why. If you have examples, show these to the class. As a class, or in groups, invite them to create their own cartoon character that can be a symbol of empathy. The character may be a human, animal or plant. Write a narrative about their cartoon symbol focusing on the need to empathise with others in both words and actions..

Activity 4 (15 minutes)

The teacher divides students into three groups, and asks each group to choose one card from a set of three cards. The teacher should not be able to see the groups' choices. Written on each card one of the three concepts that were taught before compassion, sympathy and generosity. On the cards, the students will find the subject, characters, time and place components of each scene. The teacher explains to students how to compose a theatre scene, and then asks students to compose a scene featuring a two-minute dialogue between the details as written on the chosen card. The teacher focuses on the following points:

- To feel the feelings of others means that I listen to them and understand their concerns
- To understand suffering of others means I put myself in their place for a moment and understand their feelings
- To respond to these feelings means that I do whatever I can to help

Expected answers:

Steps	Scene 1	Scene 2	Scene 3
Title	Compassion	Sympathy	Generosity
Subject of the dialogue	A passerby notices that a child is scared of a cat in the street. He goes over to the child and moves the cat away.	An old woman is carrying heavy bags. She is tired so she stops walking. A passerby comes to help her.	A poor man is hungry. Another man shares his food with him.
Characters	A child A man	Old woman A passerby	Two poor men
Time	Morning	Noon	Noon
Place	In a park	In the street	In the street

present them. The teacher gives each group 10 minutes to compose and two minutes to present its scene. This exercise can be developed further by instructing each group to perform the scene of a different group so as to experience empathy and greater understanding.

Differentiated Learning:

- Beginners:** Play a scheduled role.
- Advanced Students:** Create their own role and explain it to the person who will play it.

Lesson Objectives

Find out about the basics of giving one's opinion, and taking action in an ethical dilemma.

Required Materials

- The book
- Big white paper and pens
- Computer

Learning Outcomes

- Respect others' viewpoints on moral dilemmas

Lesson 3

Respect of Others' Viewpoints

**Learning
Outcome**

- Respect others' viewpoints on moral dilemmas.

Moral dilemma

A conflict where you need to use right or wrong behaviour to solve it.

Moral standards

The conventional right or wrong behaviour according to one's society and surrounding.

Vocabulary

moral dilemma

moral standards

In this lesson, we recall what we studied previously about empathy with consideration and feeling. Students are able to identify issues which accompany empathy and be able to look at these issues from different perspectives. The class discusses the importance of morality and classifies what is moral and immoral. The lesson concludes with a group debate based on a moral dilemma.

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



Introduction Unit Lesson 3

18

Activity 1 (5 minutes)

Inquire: How can we understand one another's attitudes and sympathise with them?

Describe to students: Imagine that you see a classmate doing this. (Place your hand on your abdomen and act out an expression of discomfort or pain.) Ask students these questions:

- Can you guess what the person is feeling? (Stomach pain, discomfort, stomach ache.)
- Can you guess what the person is thinking? (They may be wondering what is wrong; they may be hungry; they may be sick.)
- Can you guess what you can do to help?

(Ask what is wrong, offer to help, see if the person is hungry or ill.)

You can write the questions on the board if necessary.

Through the discussion, raise the question: How can we understand each other's attitudes and sympathise with them?

Activity 2 (10 minutes)

Students work in pairs.

A. and B. Ask each pair to imagine themselves in Samantha and Jackie's position. Find a solution that can satisfy both parties. The pairs are required to discuss their ideas, write down solutions, and present them back to the class.

After the students have become familiar with different in points of view and are able to express their own points of view, introduce the concept of conflict resolution. Finding a meeting point of differing views. Help the two conflicting parties converge their points of view and reach an agreement that satisfies them both. For example, the teacher may ask the students to design a house that considers both points of view: a house in a tall building overlooking the sea and surrounded by a big garden. The important thing is that the students should learn how to understand the points of view of all the conflicting parties and know how to avoid the situation worsening or turning into a crisis.

Activity 3 (10 minutes)

Ask the students to read both points of view about the rain and write down their own perspective inside the empty box in their books. The teacher may read aloud some of what they have written.

In this exercise, the students recognise different points of view and express their own points of view, which might be similar or different. The students learn to express their point of view with confidence. However, they should also realise that every person sees things from their own perspective (angle). Acknowledge the students' differing points of view and arguments. Encourage them to listen to the reasons and justifications for each point of view, so that they base their views on evidence. Also point out that in some cases, we find a solution that is a compromise between differing points of view.

2

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

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

- a. How can Samantha and Jackie come to an agreement that they are both happy with?**
- b. Work in pairs. Discuss your ideas with your partner. Do you agree with each other? Try to come up with an idea that you are both happy with.**

3

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



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



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

.....

4 Work in groups. Discuss this quote from HH Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) on the importance of being raised in a moral way.

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

a. Why do you think Sheikh Zayed bin Sultan Al Nahyan, (may God have mercy upon him) placed such emphasis on the importance of moral behaviour?

.....

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

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



Classification criteria:

Reason for such behaviour:

Feeling of the people involved:

Your behaviour:

Activity 4 (10 minutes)

Read the speech of H.H. Sheikh Zayed (may God have mercy upon him), to the students. The students deconstruct the speech. Apply the leading question: Why did the Sheikh Zayed focus on morals? Students debate the importance of morals. Morals help nations to bring up their children to be respectful citizens and to perform the duties needed to live well. If we neglect our morals, many problems arise in our communities.

Ask: What should I rely on when I want to express my opinion in a moral dilemma? The students are capable of giving a range of answers. Explain that we will explore this question in greater depth in the following activities.

Activity 5 (20 minutes)

Divide the students into pairs. Ask each pair to read the situations and answer the questions. Share their thoughts with the class.

Suggested answers and discussion points:

- a. Moral, because we need to avoid cheating even if our friends get upset with us. Later they will understand the importance of commitment to

morals.

- b. Moral, because trading to earn reasonable profits is a moral act.
- c. Immoral, because hitting children doesn't make them cease bad behaviour and involves pointless violence. It is better for her and her family to teach and raise her sister to understand the importance of respecting personal property and getting permission before she takes others' property.
- d. Immoral, because love of others doesn't justify concealing the truth. In this case, we may tell the headmaster that Michael didn't intend to cause damage, and we want to share in the responsibility of making amends. For example, we participate together in repairing the broken glass.

In this exercise, every pair exchanges opinions on the real-life situations that they've lived through or that has taken place around them. Students are required to analyse the situations and propose the best moral solutions.

Students conclude that adopting values such as equality, self-respect, respecting others and respecting law are the true standards for expressing an opinion and taking a decision in moral dilemmas.

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



Classification criteria:

Reason for such behaviour:

Feeling of the people involved:

Your behaviour:

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



Classification criteria:

Reason for such behaviour:

Feeling of the people involved:

Your behaviour:

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



Classification criteria:

.....

Reason for such behaviour:

.....

Feeling of the people involved:

.....

Your behaviour:

.....

6 Cooperate with your classmates to prepare a debate on a moral dilemma from two different viewpoints. One viewpoint supports the argument and the other opposes it.

Support your viewpoint with examples to convince others. Prepare rules to make your debate an effective tool for making a decision on the subject.

Activity 6 (5 minutes)

The teacher invites all students to participate in organising a debate on an ethical issue from two different points of view - one for and one against. Students have to support their point of view (for or against) to impress others.

Students work in groups.

A blog can be created by students. It will be a closed blog and only the student can access it. The debate is supervised by the teacher and then stopped at the end of the fourth lesson.

An example of an ethical issue: social networking sites.

The teacher divides students into two groups - one that support social networking sites and the other that opposes social networking sites. The teacher writes 'For' on one piece of paper and 'Against' on another piece of paper - and sticks each piece of paper on the wall. Students stand in front of the position that represents their point of view, thus dividing them into 'for' and 'against' groups. Each group is then asked to choose one member to conduct the debate on its behalf against the other group. Each group prepares its argument and justification, and finds evidence to support its point of view and convince others. This exercise is to be prepared for the next session.

It teaches students to think before choosing a point of view. It also teaches them how to support their arguments and accept other points of view.

Lesson Objectives

Knowing the importance of building positive relationships with their family and friends and the positive impact this has on their wellbeing.

Required Materials

- Cards
- Pens

Learning Outcomes

- Learn how to grow in a healthy, positive way and to cooperate to live in harmony

Lesson 4

Establishing Positive Relationships

Learning Outcomes

- Learn how to grow in a healthy, positive way and to cooperate to live in harmony.

Happiness	Feeling joy, contentment and reassurance.
Positive relationships	Develop effective and clear communication with others and understand them well. them well.
Wellbeing	A person's state of comfort, health and happiness.
Positive growth	A person's physical and mental growth in a healthy and decent way, while taking advantage of learning and skill developing opportunities.

Vocabulary

happiness

positive relationships

well-being

positive growth

In this lesson, we will define well-being and positive relationships. Students will list their needs for satisfaction and happiness. Students become aware that helping one another to grow and develop positively in school also provides satisfaction and happiness. Family behaviours will be analysed and strategies shared that will help to strengthen relationships within the family.

The lesson concludes with students acting out an incident that has happened to them and describing ways the incident could have been avoided or resolved.

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?



Introduction Unit Lesson 4

24

Introductory Activity 1 (5 minutes)

The teacher starts the lesson by reminding the students of what they learned in the previous sessions about the ways to grow and live in well-being (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 between them and their colleagues, families and the importance of psychological support provided by each of us to the other as an essential part of growth and well-being

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... The teacher then asks the students to walk through the classroom and compare what each of them has written to what others have written in order to identify the similarities between them and to recognise their colleagues' view on positive relationships.

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

2

Learn about the needs of students at school. Read the text and then discuss the points that follow.

Most students need to feel comfortable and safe both physically and psychologically. During school years, their need to feel safe at school increases. As a result, they should be given opportunities to develop positive relationships with teachers and classmates. School teams, clubs and governmental projects help to enhance this important feeling of belonging. If students don't trust their teachers or mentors, the school loses its students. Without these positive relationships, the school becomes just a building full of learners rather than a place for learning and development.

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?

.....

.....

.....

3

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

Activity 2 (5 minutes)

The teacher allows students to divide themselves into groups. Students read the paragraph. They then discuss it and write down their thoughts.

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.

Activity 3 (20 minutes)

This activity is aimed to introduce the students to the importance of supporting one another at different levels and to reflect on the benefits of this, in addition to raising their awareness of the role of the school in providing such support.

The teacher divides the students into four groups while selecting a representative of each group. The teacher asks each group to read a text from students' diaries telling about one of their colleagues and how he/she needed help and support from them.

The students read texts and think about what the situation represents. (5 minutes)

After completion, the representative of each group presents the case studied and discussed by the group in the light of the importance of building positive and supportive relationships for growth and wellbeing (5 minutes). The students then answer the questions.

Expected Answers: (7 minutes)

- A-** For Mohamed, who needed help in math: He can be supported by providing him help in reviewing the exercises and explain them to him during the break - meeting with him after school at home to study together - reassuring him by showing willingness to help him study the lesson.
- For Jessica, who follows a diet to lose weight: She can be supported by avoiding inviting her to eat fatty foods such as sugars and fries, supporting her by moral encouragement for her important attempt to recover her grace, 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 willingness to help, making him feel that we care for him and are willing to help and relieve him, seeking to draw a smile on his face and try to involve him in playing constantly.

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.

a. What kind of support could you give to this student?

b. Who else might be able to help this student?

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.

a. What kind of support could you give to this student?

b. Who else might be able to help this student?

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.

a. What kind of support could you give to this student?

b. Who else might be able to help this student?

B- (8 minutes)

Students think of the school affiliates that may be resorted to in any circumstances (whether positive or negative), where they need assistance and support, such as teachers or the management, to seek guidance and advice, enlightenment and drawing attention, as well as the school psychologist who acts as a psychological mentor and works to listen to students' problems and solve them.

Differentiated Learning:

Beginners: Help the students understand the text and questions and encourages them to participate in providing at least one answer to each question.

Advanced Students: Create acting scenes that mimic the events described by the texts, suggesting appropriate ways to express support and also express - through verbal and physical expressions - how this affects the relationships among colleagues.

Activity 4 (10 minutes)

This activity introduces students to the importance of family relations, positive growth and well-being.

Students read the text on the role of the family and the importance of family cohesion in the UAE.

Allow three minutes for preparing questions. The teacher divides students into five different groups.

A - 5 minutes

They are asked to reflect on one of the pictures relating to the family and consider how these things contribute to building positive family relationships.

Expected answers:

Students can express examples.

Communication: listening to family members with openness

Passion: love, support and attention

Respect: accepting differences, and understanding and appreciating of family members

Sharing activities: spending time together in things that are fun and entertaining, and sharing interests

Creating bonds: addressing difficulties together in a positive way, and maintaining family values and links

B- 2 minutes

Students discuss the importance of positive family relationships. The teacher looks for common themes within the students' answers, and draws attention to the benefits in terms of emotional, mental and physical health.

Expected answers:

Love - Happiness - Self Esteem - Immunity - Self Confidence - Courage

C - 5 minutes

Students give their opinions on the idea that some children use virtual communications as a substitute for family. The teacher urges students to consider whether this happens within their own family.

Students learn about the ethics of dialogue: each student speaks and then listens while others speak without interrupting. They then express constructive opinions on what each other has said.

4 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 them 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.

a. Work in groups. Discuss the behaviours shown in the pictures. How do they strengthen family relationships? Write your answers below. Share your opinion with your classmates and listen to theirs. Take part in the discussion.



1

.....



2

.....



3

.....



4

.....

b. What feeling does positive family relationships generate among family members?

.....

c. Some children consider family meetings to be an old-fashioned habit that adds nothing to their lives. As a result, they go online to look for solutions to their problems. What is your opinion on this?

.....

5 Share with your colleagues a situation you have encountered at school, which have caused bodily harm, such as bullying, beating, cursing, intolerance, or discrimination to you or one of your colleagues.

Express the following:

The details of the incident - The emotions you had at the time - The way you behaved then - How you would act, now that you have learnt the significance of building positive relationships with your colleagues - People who you were able to reach for assistance.

In collaboration with your colleagues, you can act out the situation that shows some possible ways to avoid the incident, or suggests people who you could reach for assistance.

Activity 5 (Optional) (15 minutes)

This activity is aimed at emphasising the role of the school in supporting students, not only academically but also socially, so that students are in a place where they feel safe and are able to disclose their problems and seek help.

The students read the text on the students' need to feel comfortable and secure in school, in order to find space to share their problems. The teacher acknowledges the positive relationships that have formed between class members and the greater school community.

The teacher invites the students to discuss an incident from school that caused them or someone else physical or psychological pain. The student can chose to share in a written or dramatic form but are required to consider the following:

- **Give details about the incident:** Offender, victim, problem and cause.
- **How did it make you feel:** Worry, fear, sadness, being marginalised...
- **What was your reaction to the incident:** Students recount how they reacted (the same, submission...)
- **How would you act now after seeing the importance of building positive relationships with your classmates:** Discover the reasons why, communicate openly with each other. This response depends on the nature of the incident and the possibility of solving it amicably, as sometimes its best to consult an adult.
- **People from whom you could seek help** (teacher, school psychologist, or responsible person we trust in school) or persons from outside, who then cooperate with the school (parents, psychologist).

Lesson Objectives

Knowing the meaning of being responsible and its importance in the life of the individual, the family, and the society. And its relation with self esteem.

Required Materials

- Big white paper
- Pens
- Computer
- Sticky notes
- 6 Hats: Green, white, red, yellow, black, blue

Learning Outcomes

- Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem

Responsibility	Performing tasks, participation, cooperation and assisting others in the family, school and community. In addition, accepting the consequences of mistakes i.e. recognition of, apology for and withdraw of the committed mistake and work to find solutions to the problems resulting from it..
Identity	Knowing who or what a person or a thing is.
Sympathy	Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.
Self-esteem	Confidence in one's self or abilities, self respect.

Lesson 5

Responsibility and Self-Esteem

Learning Outcomes

- Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem.

Vocabulary

responsibility

identity

self-esteem

This lesson will outline the basic responsibilities we share in class and at home, and discuss the motivations that drive us to be responsible. Students will read stories and real-life experiences about self-esteem and taking responsibility. The lesson concludes with a discussion on how self-esteem is linked with responsibility in many common situations.

Assigning responsibility in the classroom.

1 List daily tasks on a poster. Put the poster on the board.

Main classroom tasks	Students responsible

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

Introductory Activity 1 (10 Minutes)

The teacher announces to the students that they will cooperate to complete the duties required daily in the classroom over a week. The teacher asks the students to work in groups of 5 students (4 to 5 groups) to list tasks they must do. Then, the teacher assigns the tasks to the students in each group on a weekly schedule where each student's name is determined each day.

Teams work together to list the tasks. A large list of all tasks distributed to all teams is created in such way that each student is responsible once a week for one specific task. The large list is to be posted on the classroom board so that the students can daily verify that their colleagues who are named in that list are committed to perform their tasks well.

Students discuss the consequences of a student's failure to play his role. Students conclude that this indicates a lack of commitment and that he committed an irresponsible act.

During the following weeks, the teacher follows-up the students' commitment to the tasks assigned to them and their effectiveness in implementing these tasks.

Activity 2 (15 Minutes)

Students read the points of responsibility (3 minutes) and discuss them in their groups:

a. (Time: 2 minutes) In the course of discussion, students write their ideas on sticky papers and show them at the end of time:

Body care is a self-responsibility because preservation of human's body and health is a top priority in life. A person must exert the utmost effort to take care of his body every day in order to be protected from diseases. Self-care is the person's care for his mental and physical health, so it is a self-responsibility.

b. (5 minutes): The teacher asks the students to close their eyes, to think individually about each incident in which they took responsibility, to explore the motive behind that and to discuss this motive with his colleagues. Students write their own ideas and show them in the class. The teacher focuses on the following ideas:

External motives are the tangible rewards granted to us by others, such as thanking, praise or rewards. It is called "external motives" because they are not the outcome of the work itself but they come from others who determine their type, shape and size and whether they should be granted or not. On the other hand, there are intrinsic motives, which are most important. Intrinsic motives are psychological rewards that an individual gets when he decides to take responsibility and do useful work. This motive is reflected in a sense

2

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

My Responsibilities

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



a. Analyse why looking after your health is included in self-responsibility:

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b. Illustrate what makes you a responsible person:

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c. Compare the feelings you have when you are responsible and those you have when you are irresponsible. Give examples.

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of happiness and self-satisfaction.

c. (5 minutes) The teacher asks each student to remember an incident where he did not take responsibility for one reason or another. Students ask question (c) to each other, answer it and discuss the answers.

Possible Answers:

Responsibility gives me a feeling of happiness, self-satisfaction, optimism and maturity. When I fail to take responsibility, I will not be trustworthy. This makes me feel bad about myself and that I have let down my small community. For example, when my mother asks me to help my sister and I refuse, I feel bad. If this act is repeated, I will lose her confidence. When I help my sister I feel happy inside because I make others happy. Responsibility makes me a useful and productive person in my family and to be loved by my mother who will be satisfied with me and so I am.

Differentiated Learning:

Beginners: They highlight the works and roles they perform in their families and at school. Teacher asks them about the meaning and importance of responsibility.

Advanced Students: They determine the beneficiary of the work they perform and the responsibilities they assume. Then, the teacher asks them to create ways to encourage their colleagues to take responsibility.

3 How can we help other people without hurting their feelings?
Read Noha's story about her attempts to help her friend Sara. Then do the activities that follow.

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

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

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

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

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

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

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

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



Activity 3 (10 Minutes)

Students read the story (3 minutes), then in groups, they answer questions through discussion and participation.

Exercise A: (3 Minutes)

Noha has taken responsibility for helping her friend by seeking to find a way that does not embarrass her or hurt her feelings. On the other hand, Sami, in his point of view, is responsible for taking care of himself and not interfering in the affairs of others. The father formed a model for parents who take the responsibility for supporting their children in their quest for charity when encouraging her daughter to help her friend and advising Sami as well as his initiative to be the first one who put money in the money box.

- **Exercise B: (5 Minutes)**

If all people act like Noha, the good will prevail and no poor or needy remain without help. But if everyone behaves like Sami, poverty and destitution will prevail. Some people may beg for their daily bread, and some people's life may become miserable if they do not find help.

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

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

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Activity 4 (15 Minutes)

The students discuss the article about the achievements of the late Sheikh Zayed.

a. - Thinking strategy of the six caps: The teacher explains the role of each thinking hat: White cap: Neutral thinking / Red cap: Emotional thinking / Yellow cap: Positive think-ing / Black cap: Critical thinking / Green cap: Creative thinking / Blue cap: Comprehen-sive thinking. Working groups are to be formed, each of 6 students.

- The teacher asks each of them to answer questions depending on the role of each cap: White: What are the facts related to self-esteem? Red: What feelings do you have when you appreciate yourself?

Yellow: What a person gains from self-esteem?

Black: What are the negative consequences of self-esteem?

Green: What should we do to increase our self-esteem?

Blue: How does self-esteem affect undertaking responsibilities?

- When the discussion is over, each group submits its report.

- Discussions are to be held to produce recommendations, the most important of which are:

Self-esteem is an important thing that a human being needs to be a positive individual in the society. It is a value that is needed by both adults and minors, parents and children as well as teachers and students. Self-esteem is a value that reflects what a person can achieve now and in the future. The brief definition of self-esteem is "The way by which a person deals with himself". This depends on the ideas, beliefs, values, feelings

4

The late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) was a role model for the values of self-esteem and responsibility. Read the article about his achievements and discuss the points that follow.

The most important rule learnt by people in the UAE from the great late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) is that we have to respect ourselves in order to be respected by others. Sheikh Zayed stressed the importance of this great value to UAE people. This value is evident when we visit a foreign country and receive love and respect wherever we go because of our commitment to his guidance. He also cultivated a sense of responsibility in the people of the UAE towards themselves and their state. This is the foundation of every nation's success. This is what we learnt when we saw him standing on sand heaps on work sites, spending his whole day out in the sun among the workers and having his breakfast, lunch and dinner at the same place. This behaviour has taught us to assume responsibility, respect work and insist on setting goals and achieving them. In addition to the attention that Sheikh Zayed dedicated to urban projects, he placed considerable importance on people. This was

obvious from his great efforts in this field, including his care for orphans and people of determination and his establishment of the Zayed Higher Organization for Humanitarian Care and Special Needs. Not only did he care for UAE orphans, but he also cared for orphans from other Arab countries. This is a humanitarian gesture that is difficult to find in other leaders.



and ex-periences that a person have. If they are negative, he will wrong and belittle himself, while if they are positive, he will feel good and praise himself. When a person's self-esteem is high, he feels that he is responsible for his behaviour and acts, and that he as-sumes responsibility for his words, actions, feelings and thoughts. This means that he is responsible for consequences of his positive or negative choices and decisions, rather than blaming others.

b. If technology is available: The teacher divides the students into pairs, then asks them to search the Internet for the factors that negatively affect self-esteem. The students search and write down the concluded ideas; then, they present them in the class for dis-cussion.

If technology is not available: The teacher distributes information about factors that negatively affect self-esteem. Information is available via the following link:

<https://dspace.univ-ouargla.dz/jspui/bitstream/123456789/8351/1/S1702.pdf>

Differentiated Learning:

Beginners: Help students in reading the text and reflecting on the meaning of self-esteem - the teacher gives simple information about the factors that neg-atively affect self-esteem.

Advanced Students: Look for a tool to measure self-esteem and cooperate with the academic advisor in the school to use it to find ways to raise the level of the student's self-esteem.

c. Role-playing: In pairs, students play the role of a student and school advisor. The stu-dent says: "I do not like to share my thoughts in class, as I might be wrong. I do not play with others because they do not like me. I feel that I am"; and the other student, who plays the role of a school advisor, helps him to improve his self-esteem, then they ex-change roles. After that, the topic is discussed among the groups.

Possible Answers: The student has a feeling of sadness, resentment, shyness, anxiety, fear, or even depression.

Important Steps to Raise Self-esteem:

1. Identifying annoying cases or situations.

2. Be aware of your thoughts and believes:

Identify the annoying situations and pay attention to how you think about them. This includes self-talk - what you tell yourself - and your interpretation of the situation. Your thoughts and beliefs may be positive, neg-ative or neutral, and may be rational, according to reasons or facts, or irrational, accord-ing to wrong ideas.

3. Identifying negative or inaccurate thinking:

Ask yourself whether your thoughts are consistent with the facts and logic, or the other interpretations of the situation are reasonable?

4. Also pay attention to the style of thinking that weakens your self-esteem:

- **Way of Thinking "All thing or Nothing":** For example, you say to yourself: "If I fail in this task, then I am totally loser"

- **Mental Filtering:** For example, you may tell yourself: "I made a mistake in this report, so everyone will now consider me as a non-intelligent person".

- **Converting Positives to Negatives:** For example, you say: "I did good in the test just because it is easy".

- **Concluding Negative Endings:** For example: "My friend did not reply to my e-mail, I must have done something that angered him".

- **Converting feelings into facts:** Where you mix feelings and beliefs with facts. For ex-ample: "feel like I am a failure, I must be so."

- **Talking bad about oneself:** Where you underestimate yourself or position or use self-deprecating jokes. This may result from an exaggerated reaction towards a situation, such as an error. For example: "I deserve everything that happens to me."

Modifying your thoughts and beliefs: Now replace your negative or inaccurate thoughts with positive and accurate ones.

Try the following strategies"

- **Use hopeful phrases such as:** "I can handle it, though it is difficult."

- **Forgive yourself:** Tell yourself: "It is true that I made a mistake, but this does not make me a bad person."

- **Concentrate on what is positive:** Think of good things in your life. Remind yourself of things that have gone well recently. Think of skills you used to adapt to difficult situations.

- **Rename annoying thoughts:** Ask yourself: "What can I think of and do to ease this tension?"

- **Encourage yourself:** Enhance your self-confidence and ability to make positive changes. For example, you can tell yourself: "My presentation may not have been excellent, but it aroused the interest of my colleagues because they continued to ask questions and participate in the discussion, meaning that I achieved my goal."

a. Explain the importance of self-esteem and how it is related to responsibility towards oneself and others.

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b. List the factors that undermine self-esteem.

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c. Look at the picture and analyse how the student is feeling. Find ways to help him to appreciate and feel satisfied with himself.

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The student's feelings

Ways of helping him

5

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



a. Shows:

 Explanation:



b. Shows:

 Explanation:



c. Shows:

 Explanation:



d. Shows:

 Explanation:

Activity 5 (Optional) (20 Minutes)

Look at the pictures and complete the captions.

Picture 1: Self-responsibility

- To be responsible during hardships and difficulties.
- To be self-capable and build self-confidence to remain persistent and achieve success during difficult times.

Picture 2: Self-responsibility

- To achieve the objective, i.e. success/excellence in studying and work.

Picture 3: Social Responsibility

- To be responsible towards society by raising awareness about the importance of protecting resources, especially water conservation (teacher to use the example of a parent running a bath and how they are careful not to waste water).

Picture 4: Family Responsibility

- To be responsible towards your family, by helping your mother with household chores or taking care of your younger siblings. This will develop willingness to participate, which is fundamental to achieving success in working in teams, will develop sympathy for others and initiative.

Differential Learning:

Beginners: Supported by members of their group or the teacher, deconstruct the pictures using guiding questions or realistic examples.

Advanced Students: Give a more detailed explanation and justify with examples from everyday life.

Students discuss self, family and social responsibilities as a whole and draw general objectives to be developed by individuals:

- Self-responsibility is to achieve success and self-realisation (to set the objectives in order to achieve success and self-realisation in personal, educational and professional life and admit mistakes and correct them).
- Family responsibility is to protect the rights of your family (to perform your duties, help carry the burdens they face and protect their rights).
- Social responsibility is to protect other citizens and their rights and safeguard our homeland (Environmental responsibility is to ensure living in a clean environment - Cultural responsibility is to support our homeland and foster the sense of belonging).

Lesson Objective

The positive result of being responsible towards one self and the society especially vulnerable people who need care and support.

Required Materials

- White paper and a pen

Learning Outcomes:

- Demonstrate awareness of the needs of others, including vulnerable social groups (such as elderly citizens), and provide them with practical support and care.

Lesson 6

I Commit Myself to Helping Others

**Learning
Outcomes**

- Demonstrate awareness of the needs of others, including vulnerable social groups (such as elderly citizens), and provide them with practical support and care.

Vocabulary

assuming responsibility

abandoning responsibility

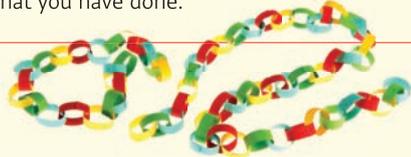
social responsibility

This lesson will help you understand when others need our help. It will outline the best ways to provide help and how we feel when we provide help by analysing real-life situations.

We will also start to understand the importance of assuming responsibility. We conclude our lesson by preparing a project, highlighting the results of assuming our responsibilities in helping those in need.

Chain of responsibility:

- 1 Write down the name of the person you would like to help at school on a piece of coloured tape. Also write down why you want to help this person. All your classmates will do the same thing. Then glue the ends of each piece of tape together to form a chain and show the chain in class. When you assume an extra responsibility, you can add a new piece of tape to the chain, highlighting what you have done.



Assuming responsibility

Acknowledging committed acts and a willingness to bear the consequences of these acts. The ability of the individual to commit to certain obligations, then fulfil such obligations voluntarily and with effort.

Abandoning responsibility

Evading duties and blaming others.

Social responsibility

Protecting citizens, securing their rights and safeguarding the homeland. Environmental responsibility, for example, lies in protecting the environment and securing the right to live in clean environment; cultural responsibility lies in supporting the homeland and strengthening loyalty to it.

Preliminary Activity 1 (5 minutes)

Chain of responsibility: The teacher distributes colourful paper strips and says: "write the name of the person you would like to help at school on a paper strip and state the reason, then, in cooperation with your colleagues, paste strips' ends with each other to form a chain." Then, students form and present the chain in classrooms. Further, when they take another responsibility, they can add another strip to the chain indicating their actions.

Students concludes the following question: How can I help others?

Activity 2 (12 Minutes)

This activity aims to introduce students to the importance of helping others at different levels and to think of the benefits of helping others. The teacher divides the students into four groups, identifying representatives for them and asks each group to read a text.

Each group reads its text and students think of the case and answer the questions.

After completion, the representative of each group presents the case studied by the group. Then, this case is discussed in the light of the importance of helping and supporting others.

Expected Answers:

1. For my school colleague who neglects his obligations and avoids social activities: He needs help, since there is a change in his behaviours./ We should help by expressing empathy telling him that we want to help him - making him feel that we care for him and alleviating his suffering - trying to draw a smile on his face and trying to involve him in play - encouraging him to talk to the academic adviser.
2. For my sister who is always worried: She needs help, since there is a change in her behaviours and she does not feel happy when doing things she loves./ We should help by talking to her and asking her to express things bothering her. If she refuses, I will seek my family help. Also, I make her feeling that I love her and I am ready to listen to her at any time.
3. For my colleague who carries a heavy bag: This needs a decision from the teacher to reduce number of books to be brought by the student by proposing sharing books among students in the classroom.
4. For my old neighbour who faces a great difficulty carrying grocery bags: He needs a physical help./ We should help him by carrying his bags and delivering them to his home.

2 Analyse the following situations and decide whether the person needs help. Come up with ways to help him/her.

- a. My friend at school neglects his commitments and avoids social activities and assemblies. He used to be a responsible person who liked participating in different activities.**

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- b. My sister is always anxious, even when she goes out to eat her favourite sweets.**

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- c. I feel back pain when my school bag is heavy.**

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- d. My neighbour is an old man. He finds it hard to carry his grocery bags.**

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3 Should we take responsibility and provide assistance? Why?



In 2009, 42 million Americans provided free care to the elderly in their local community. This saved the government more than \$450 million.



In many communities, elderly people are still working in harsh conditions to earn their living.

a. Look at the two pictures with your classmate. Then assess the impact of each situation within the community.

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b. Imagine that you live in the same community as the woman in the second picture. How could you help the old woman? Can you suggest a solution to her problem?

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c. Why do you provide help? Describe your feelings when providing help.

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Activity 3 (13 Minutes)

1- The teacher asks the students to work in pairs to analyse the pictures and extract their impact on the society.

- **Picture (1):** Free care gives everyone the attention they need because the state does not afford the cost of care. In many countries, the primary cause for not providing different forms of care to the needy people is the inability to afford the great financial burdens. The free care contributes in saving great amounts of budget in the country concerned. These amounts can be used to develop other sectors, enhancing the country's progress and society's welfare. Moreover, it is one of the most prominent aspects of empathy in society.

- **Picture (2):** Many communities do not pay attention to the elderly nor respect their right to enjoy dignified life as their physical and health capacities required for work and production decline. This fact shows a lack of awareness by individuals and community groups in these communities, who will suffer the same when they become older regardless the difference of job opportunities available to them. Therefore, these societies suffer from frustration, depression and insecurity. Lack of care for elderly people is one of most prominent signs of lack of social cohesion and empathy in society.

Differentiated Learning:

Beginners: Analyse one picture at least and determine its impact on the society.

Advanced Students: Conduct in-depth analysis of the pictures and their details, read the feelings of the people in pictures and including the same in their answers.

b. Students work in pairs to answer the following: "Imagine that you come from the second picture society, then provide your help to the old man and suggest a solution to his problem." Students make a discussion and answer.

Expected Answers: Presenting the case of the old man to local and international associations, or teaching him a comfortable profession commensurate with his age to be his bread and butter.

c. Working in pairs: Students direct the question to their colleague. This improve the listening skill. Then they make a discussion and write down their answers.

Expected Answers: We help others to be active individuals in the society. This enhances the sense of trust and pride, making our hearts full of love and joy.

Activity 4 (10 minutes)

The teacher divides the class into groups and asks them to read the article (4 minutes). After that, he asks the following question:

What is the social responsibility, why should we adopt it? (Group work).

Exercise A (3 minutes): Students discuss the social responsibility and conclude the importance of participation in assuming responsibility in UAE and around the world.

Exercise B (3 minutes): Groups conduct a research into actions the social responsibility of which is assumed by UAE and its classes stated in the report. The students assess the achievements of our country with regard to the social solidarity and compare them with another country of their choice.

Finally, each group writes a definition of the social responsibility. Then the teacher writes all the answers on the board and the groups cooperate to reach the following conclusion:

The social responsibility is a part of the general responsibility. It means the responsibility of the individual before himself. Moreover, it is an expression of the extent of understanding, interest and participation within the community group. The social responsibility is also linked to the philosophy of the society. Each society has its own social responsibility. We have to adopt the social responsibility because it is necessary for the public interest and by which the unity and social cohesion can be achieved. The social peace cannot be implemented without meeting the needs of the community individuals. The social responsibility imposes cooperation, commitment, solidarity, respect, love, democracy and serious participation. It also demonstrates the high moral, self-confidence, social awareness, sense of social identity, education, awareness and recognising the goal of this life. In addition, it plays an important role in stabilizing the lives of individuals and community groups to which they belong. It aims to maintain the society's order and laws and to protect the country's borders.

The teacher draws the students' attention to the fact that we are all global citizens in the era of computing, globalization and communication technology. Therefore, we must have a basis or a reference value framework that is committed to all. This basis is based on the assumption of self, social, and global humanity responsibility during the communication between the population of the global village.

4

Think about the Emirati values that reinforce our sense of honour and our feelings of responsibility. Then read the following quotes from the speech of His Highness Sheikh Mohammed bin Rashid Al Maktoum (God save him) which he published upon the advent of the new year 2017. The speech was titled "The Year of Giving". After you've read the speech, discuss the points that follow.

Through my humble experience, I believe giving is not limited to monetary donations. Rather, it is defined by the difference we make. This may be a difference in someone's life, in a society or in a nation. This is the kind of giving I have learned from Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him). Sheikh Zayed's legacy is not measured by the generous donations he made to the less fortunate. Rather, it is measured by the impact he has had on our lives and our country forever. Zayed left us morals. He gave us men and women of generosity. He built us a building where he spent his days and nights. He tried every way. Every road. He seized every hour of the day to make a difference in people's lives. This is our goal for the Year of Giving – to make a difference in the lives of those we care for, in our family lives, and in our own lives. It is not hard to make a difference. Every father can ask himself how to contribute to the advancement of his family and his community. Every mother can make a significant difference to her family, neighbourhood and community. Every son can ask himself what he can do for his father and mother to make them happy and make a difference in their lives. "Giving" is easy and abundant. It is feeding a bird, smiling at your neighbours or going above and beyond at your job. If you are a person with power and responsibility, "giving" is making your people happy, and being kind to them when you enact laws.

I know many business people who have already given generously to the UAE in various sectors. We will provide opportunities for you to give back, whether it is establishing nursing homes, sponsoring facilities for people with disabilities, building medical clinics, establishing charitable institutions, or launching environmental or humanitarian initiatives. All of those opportunities will be available in the Year of Giving.

Sheikh Mohammed bin Rashid Al Maktoum (God save him), "Why the Year of Giving?"

a. Why should we assume social responsibility as an Emirati community and as global citizens? What do you think would happen if none of us met our responsibilities?

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b. Group Work - Evaluate the work done by the UAE and another country in helping the poor and people in need.

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5 Discuss with your classmates the consequences of helping those in need. Provide an example, highlighting its impact in the UAE and around the world.

Activity 5 (5 minutes)

The students work in groups to design and implement the product (by paper or electronically). The teacher distributes large white papers and gives each group a watermark in different colours to prepare the product. The teacher then collects products at the end of activity, pastes answers on the board and writes down the common points to reach a conclusion.

Assuming responsibility for helping others leads to:

- Achieving success for the community as a whole.
- Awareness of the capabilities, which helps to achieve the goals.
- Feeling of satisfaction, happiness and self-fulfilment.
- Raising the sense of social security.
- Establishing the global values and highlighting the homeland as a local and global partner in addressing global humanitarian issues.

Subject 1: Personality and Morals

Unit 1:

(CM11) Equality and Justice as Fairness

Unit Objective

This unit focuses on justice within small and large groups, particularly in terms of treating others fairly and justly at a school, family or community level. It also addresses the concept of fair distribution.

Unit Description

The unit concepts are distributed across five lessons designed to answer the central question.

Theme Character and Morality

Equality and Justice as Fairness

Lesson 1	Aspects of Equality Between People
Lesson 2	How is Fair Distribution Accomplished?
Lesson 3	Distributive Justice
Lesson 4	Criteria for Distributive Justice
Lesson 5	How to be Fair in Distribution

?

How do we commit to distributive justice in our daily lives and on the community level?

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The Central Question

The question that all lessons revolve around and that the students should think about throughout the learning process. Throughout this process, the students will have to understand the target concept at the base of this question.

How do we achieve equality amongst people?

What is the relationship between equality, fairness and justice?

Are resources and funds distributed fairly?

As a community, how can we achieve distributive justice through what we have learnt?



Unit 1 44

Exploratory Questions

These questions highlight the concepts that the students should learn in the lessons in this unit.

Learning Outcomes – Unit 1

CM11 - Equality and Justice As Fairness

1. Describe some issues that might arise when studying the matter of equality (e.g. the difference between equal opportunities and equal outcomes)
2. Explain that distributive justice is about how scarce resources—such as wealth, work or positions (e.g. leadership positions)—can be distributed fairly within a certain group or on the community level
3. Understand the importance and contested nature of reasoning behind deciding what is fair
4. Demonstrate personal commitment to encouraging the just or fair distribution of scarce resources (initially amongst classmates, family and friends)

Lesson 1

Aspects of Equality between People

Learning Outcome

- Describe some issues that might arise while studying equality (e.g., the difference between equal opportunities and equal outcomes.)

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Learning Objective:

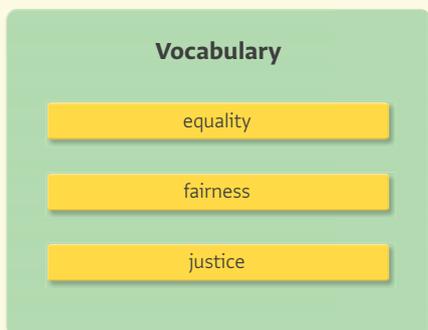
The lesson aims to explore what ethics, relationships between people, and how they behave. It also introduces the idea of equality, equality / inequality, differences in individual attitudes (by possibilities, personality, or family) and their impact on dealing with others

Required Materials

- Coloured labels Knowledge Table

Learning Outcomes:

- Create a brief about an equality-based issue (e.g. the difference between equal opportunity and equal pay disparities).

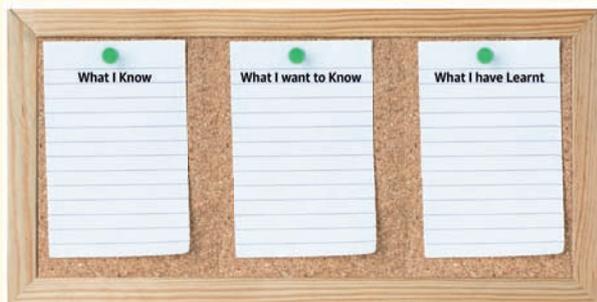


Knowledge Table:

1 With your classmates, brainstorm the concept of equality in the community. Then, on a sticky note, write two things you know about equality and place it in the first box of the Knowledge Table.

On a second sticky note, write two things you'd like to learn in this lesson and place it in the second box of the Knowledge Table.

After you complete the lesson, on a third sticky note, write two things you have learned. Place this in the third box of the Knowledge Table.



Equality	Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race
Fairness	Justice, giving people their rights
Justice	A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests

Introductory Activity 1 (5 minutes)

In two groups, the students complete the Knowledge Table: The first group answers during the introductory activity; the second group completes it during final activity at the end of the session.

Activity 2 (10 minutes)**- Students read the story.**

The teacher divides the students into groups, and asks each group to answer the two questions.

When completed, the teacher encourages an open discussion about how fair the monkey judge was with the cats:

- a. The teacher allows the students to answer honestly (for example, the students can recount what happened and mention that the monkey judge was unfair with the cats. He did not achieve a level of equality between them and tricked his way into taking all the cheese, even though the cats were the ones who found it. The cats could not agree on a fair resolution of their conflict, so they appealed to a third party, but the monkey satisfied its own interests and greed without considering the cats).
- b. Students suggest a range of solutions including: the cats should have agreed on dividing the cheese as equally as possible. If one of them had a slightly bigger piece this time, then they would get a smaller piece next time.

The groups re-write the story in a way that guarantees the rights of both cats.

Differentiated Learning:

Beginners: During story time, beginners read the questions together and answer aloud. Students can draw their answers. While writing new scenarios, they work collaboratively to provide a moral message.

Advanced Students: During story time, advanced students give reasons or criteria for the judge to be considered fair or unfair. During the writing process, they modify the story in a way that sheds light on the cats' agreement, based on clear and fair criteria for dividing the cheese.

2**What are the best ways to resolve a dispute? What happens when we fail to achieve equality?****Read the story of 'The Monkey and the Scale'. Then answer the questions that follow.**

Once upon a time, there were two cats, named Fulla and Yasmina. Fulla and Yasmina were good friends and would often help each other to look for food.

One morning, the cats woke up and looked out of the window to find everything covered in snow. They felt cold and sad, knowing that finding food in this weather would be very difficult. The cats waited until they were so hungry they had no choice but to go in search of food. They had been searching for a long time, when suddenly Fulla found a sardine in front of them. Yasmina picked it up in her mouth and the two friends hurried back home.

Once home, Yasmina said, 'I will eat the whole sardine myself, as I was the one who carried it back home, and I am very hungry'. 'I should eat the sardine because I found it,' objected Fulla. 'And I am hungry too!' The two friends disagreed. Soon they were screeching and hissing and snarling at each other. Their fight was so loud that a monkey passing by could not help but take a look at what was causing all that noise.

Unable to find a solution, the cats decided to tell their story to the monkey and see what he thought. The monkey thought hard about their problem. He sat for a long while quietly scratching his chin, and then he said, 'You should go and see the judge. He holds court under the giant fig tree.' Then, the monkey hurried to that tree. He quickly put on his judge's robes and sat behind the table waiting for the cats to arrive. Soon the cats approached the judge, each of them looking angrily at the other. Fulla spoke first. 'Your Honour, as we were out in the cold looking for food, I found a sardine. Clearly that sardine is mine!' Yasmina objected, 'Your Honour, yes, my friend was the first to call our attention to the sardine, but I was there, and I carried it back home.' From a box under the table, the monkey brought out a small scale. Holding the sardine, he cut it into two uneven pieces. Then, he placed each piece of fish on either side of the scale. When he lifted the scale, the side with the larger piece sunk lower. It clearly outweighed the other. The monkey shook his head and said, 'This is unfair! The two pieces should be exactly even.' So, he took a bite of the largest piece and put the piece of sardine back on the scale. When he lifted the scale again, the second side now outweighed the first. He picked up the other piece and took a bite. Again he said, 'This is unfair! The two pieces should be exactly even.' The judge continued to eat from each piece while shaking his head and exclaiming that the two pieces should be exactly even'. Soon, only one small piece of fish remained. The monkey took the remaining piece while the cats stood stunned in front of him. Mocking them, he then put the fish in his mouth and said, 'This is the judge's fee!' Dismayed, the cats stood in silence. They realised that their dispute had left them both with no fish, and empty stomachs!

Adapted from the 'Human Rights Teaching Guide' (page 30)



a. In your group, discuss what happened between the monkey and the cats. Write down the conclusions from your discussion.

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b. How could the cats have resolved their dispute? Rewrite some of the story so that the cats come to an agreement.

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Activity 3 (10 minutes)

The teacher asks the students to read the text independently for five minutes. After the time elapses, students are required to close their books. Then, the students brainstorm ideas about equality in the UAE. The teacher writes the ideas on the board without expressing any reaction, neither accepting nor rejecting. This way, everyone participates and expresses their beliefs about equality in the UAE. Afterwards, the teacher asks the students to reopen their books and answer the following questions:

- Emirati society is very diverse. Specify the aspects of this diversity.

Answer: Respect, appreciation, rights and duties, gifts, love, gratitude and loyalty.

- Where do all these diverse aspects exist? Who receives them?

Answer: In Rashid's council, the ruler of Dubai receives them.

- This is evidence of the values that govern the country's relationship with its diverse nation, with no discrimination whatsoever. Identify these values.

Answer: The main value is equality, which enables everyone to live and work together in order to build a promising future for their children without fear of prejudice, hatred or discrimination based on colour, religion, sect or race.

In question (b) the students narrate their everyday experiences that revolve around equality and tolerance. In this sense, students should focus equality, especially in the events that highlight the pillars of citizenship.

3

Tolerance is the key to a diverse and fair community. Read the Message of Tolerance by His Highness Sheikh Mohammed bin Rashid Al Maktoum (may God bless him). Then, answer the questions that follow.

Brothers and sisters... May God's peace, mercy and blessings be upon you.

Tomorrow the world will celebrate the International Day of Tolerance. In light of this important occasion, I would like to share a few heartfelt words with our citizens and residents, and particularly with the young people amongst you.

I vividly remember my late father Sheikh Rashid's majlis, over four decades ago. I remember the form of the majlis and its attendees. Citizens, young and old, from the cities and Bedouins from the desert used to attend the majlis. The people that came were from various tribes and sects, and people of different backgrounds and races. But, to Rashid, they were all citizens. They were all given the same respect, appreciation, rights and considerations.

The closest to Rashid were the hardest-working people, and those that excelled in their fields. The residents and visitors who attended Rashid's majlis were treated exactly the same as citizens. They were from different religions, nations and cultures, and all were welcome in Rashid's majlis and were welcome in Dubai. In response, the residents gave love, gratitude and loyalty, attitudes that both they and their children still reflect.

After our union, I came to know Sheikh Zayed (may God have mercy upon him) more closely. Our relationship developed into that of a father and son, a teacher and student. I have come to know his majlis, his morals and his appreciation of people. His majlis was a school in itself, as were his talks and the way he dealt with people. Sheikh Zayed welcomed everyone into his majlis, regardless of their origin, tribe, sect, denomination or religion. Sheikh Zayed was generous with everyone; he taught everyone and loved everyone. Everyone loved him in return, irrespective of their differences, and they all prayed for his soul. When he passed away they passed on their admiration of him to their children and grandchildren.

This is the legacy of Sheikh Zayed and Sheikh Rashid. Sheikh Zayed's greatest legacies were his values, spirit and morals.

Mohammed bin Rashid Al Maktoum



Sheikh Mohammed
bin Rashid Al Maktoum
(God save Him)

a. What does Sheikh Mohammed say is the value that governs the relationship between the nation and its people? How is it important for the UAE community?

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b. How can we contribute to spreading the values that are mentioned in this message?

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Activity 4 (10 minutes)

- Have the students to look at the pictures. Discuss each picture in relation to the human rights article they represent.

Picture 1: The possibility to address the problems that cause discrimination.

Picture 2: Problems related to unequal opportunities or the difference between women and men's occupations and salaries.

Picture 3: Equality in education and health services.
The teacher poses: Are rights necessary for the community? Ask the students to justify their answers and provide feedback.

4

Equality on a national level: Look at the pictures below and read the United Nations Universal Declaration of Human Rights. Then, provide an example of somewhere in the world where this Declaration is upheld.



a. Article 2 states that 'Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.'

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b. Article 23 states that 'Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work.'

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c. Articles 22 and 23 endorse the Convention on the Rights of the Child, which states that children have the right to receive all forms of protection, healthcare and education based on their needs.

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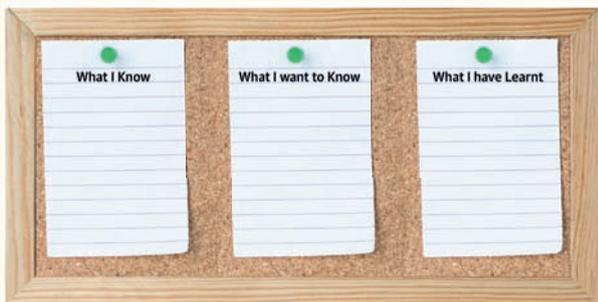
5 Do you remember the Knowledge Table? Now fill in the last box of the Knowledge Table with what you have learnt during the lesson.

Read your three sticky notes with your friends and discuss whether the lesson has met your expectations. What is the role of the Knowledge Table in the lesson? Were everybody's expectations met?

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Activity 5 (5 minutes)

This activity 5 completes the introductory lesson. Students complete the Knowledge Table by writing in the last column what they have learnt in the lesson. All students participate in defining the key concepts contained in the text:

Equality is achieved by treating others without prejudice, hatred or discrimination based on colour, gender, religion, sect or race.

The pillars of distribution and legislation in the community depend on fairness. In fact, this means allowing everyone their rights in order to achieve justice as a key social pillar and an essential element for permanent co-existence between people. Hence, the foundations of justice are fairness, equality, balance, non-infringement and protection of both individual and public interests.

Lesson 2

How is Fair Distribution Accomplished?

Learning Outcomes

- Explain that distributive justice is about scarce resources — such as wealth, work or positions (e.g., leadership positions) — being allocated fairly within a group or in the wider community.
- Understand the importance and contested nature of identifying what is fair.

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Lesson Objective

The aim of the lesson is to focus on the challenges in implementing equality. Justice as the realisation of equity, how to deal fairly with others and the relationship between equity, equality, and inequality will all be explored. Students will learn the distinction between a fair and unfair position or attitude, and critically consider the reasons behind fair and unfair behavior.

Required Materials

- White sheets, pens for working groups, special leaves for drawing and wooden crayons

Learning Outcomes:

- 1- Explain that distributive justice is about scarce resources—such as wealth, work or positions (e.g. leadership positions)—being allocated fairly within a group or in the wider community
- 2- Understand the importance and contested nature of different reasoning behind deciding what is fair

Vocabulary

fairness

justice

distributive justice

- 1** **What is distributive justice?**
With your classmates, brainstorm to determine what 'distributive justice' means. Use creative thinking to come up with ideas and build on other students' ideas throughout the activity.



Unit 1 Lesson 2

54

Fairness	Justice, giving people their rights
Justice	A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.
Distributive Justice	The fair distribution of services, resources and assets to everyone according to their own needs

Introductory Activity 1 (5 minutes)

- Brainstorm the central concept of the lesson. The teacher writes down all the answers, including the examples, to refer back to at the end of the session. The teacher gives no answers, but allows the students to gradually explore the concept of fair distribution (Pre-test).

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

The teacher asks the students to read the story independently (3 minutes).

Exercise A (5 minutes): The teacher divides the students into pairs and requests that each pair provide an argument that supports either the right of young Bing to win, or that takes the side of the other young men who did not win. Each pair fills in the blanks with an argument supporting each side.

Exercise B (5 minutes): The pairs share opinions and a discussion is held about how fair the Chinese emperor is. The discussion centres around the fact that the emperor's decision to pass on the throne based on honesty is fair to Bing. However, the other dishonest young men consider it unfair, as they see cheating and replacing spoilt seeds with healthy seeds as an unethical but justified act. They thought that they might have been a viable option, had competence been the criterion of inheritance, or other values such as courage, generosity or the ability to create solutions. Hence, the emperor's decision to pass on the throne based on honesty is fair since all the people had the same test, which was built on a very important value. However, it also denies victory to those who don't have this value and neglects other values or standards that might be important for ruling a country.

Conclusion of the discussion (2 minutes): The teacher points out that fairness is very important in life; but sometimes, there are different opinions about what is considered fair or unfair. Thus the contested nature of determining what is fair.

Differentiated Learning:

Beginners: Help students in small groups to read question 1 together share their thoughts as a group and then write down what they have agreed upon together.

Advanced Students: When discussing the criterion that the emperor used to pass on the throne—i.e. Fairness—, ask the students to adapt the story and change the criteria to include generosity, courage and honesty. Then, ask them to give their opinion about whether the story is fairer for everyone in this way.

2

Do you think fairness depends on your point of view? Read the Chinese story 'Chunhua and the Emperor'. Then do the activities that follow.

A long time ago in China, there was an emperor who loved flowers and took care of his garden every day. The emperor was getting very old and he had no children, but he had to choose a successor. After a long time thinking about whom he was going to choose, he came up with an idea. The emperor ordered that his imperial announcement was to be shown in every city in China, so that every Chinese man and woman could read it.

Imperial Announcement

To every man and woman who wants to sit on the throne,
Come take a seed and work to make it grow.
Come next year with a plant to show,
And he or she with the most beautiful flower will inherit my throne.

The news caused great excitement across the country. Every family wanted their son or daughter to be chosen to succeed the emperor. One by one, they made the journey from all across China to take a seed from the emperor. There was a long line, as far as the eye could see, with people waiting days for their turn. Finally, after three days of waiting, a poor young woman called Chunhua entered the palace. She bowed to the official sitting behind his desk and took a seed from him. She watered it and sang to it, and sat there giving that seed the best care she could, day after day, wishing to see it grow and flower.

Days turned to months, but nothing grew in Chunhua's pot, and she felt extremely sad. She tried different pots, and different soils, and even different types of water. She borrowed her neighbour's horse, and rode far to get the richest soils in the land. However, months passed, and still there was nothing. When spring came, everyone rushed to the castle with their pots. The pots all had beautiful flowers, some with colours Chunhua had never seen before. The flowers were all different shapes, and some even gave off their own light! All the men and women with beautiful flowers laughed when they saw Chunhua holding her empty pot. One by one, they walked in, holding their pots above their heads to show the emperor. Throughout the day, the emperor sat there still, frowning and silent. Suddenly, a flowerless pot caught his eye. The emperor leaped up off his throne with a huge smile covering his face. He approached Chunhua and asked her, 'Young lady, why did you bring a flowerless pot?' Chunhua blushed, and explained what had happened. The old emperor listened quietly and smiled. Then, he turned to everyone and said, 'I gave all of you pebbles to grow! And yet everyone here brings me such wondrous plants, except for this honest young lady. She is the only winner!' The emperor placed a small crown on Chunhua's head and proclaimed loudly, 'Here stands Chunhua, Crown Princess, and future Empress of all of China!'

Valerie Dovey: Search for Common Ground. Building a culture of human rights in the leaders of tomorrow/Lebanon March 2010



a. In pairs, write an argument below to support Chunhua's rights or to support the other people's rights.

Chunhua's rights

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The other people's rights

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b. In your group, discuss the way the emperor chose his successor. Do you think it was fair to everyone?

Activity 3 (10 minutes)

The teacher tells everyone to line up in height order, from tallest to shortest. Then, the teacher announces a redistribution of seats for all students. Firstly, they sit with the shortest at the front with the tallest at the back. They then switch, with the tallest at the front and the shortest at then back. The teacher then waits for comments and fidgeting amongst the students. Then teacher then questions: Is this distribution fair? The teacher allows the shorter students to express the unfairness they experience. Then, they end the discussion by asking: How is fair distribution achieved? The students conclude that fairness in distribution is achieved when everyone gets the same rights according to their own needs.

The teacher asks the students to answer the question in Activity 2: Fairness or Unfairness? And to give two reasons.

Situation 1: Fairness because 1 - The distribution of wooden cases was by height. 2 - Everyone was able to see the field.

Situation 2: Unfairness because 1 - The wooden cases were distributed equally but the shortest couldn't reach the fence level. 2 - Not everyone could see the field.

Situation 3: Unfairness because 1 - The ladder is not the same for the two people, because the rungs are a different size (gender discrimination). 2 - Unequal chance of achieving the goal, which is the occupation, due to the difference in gender and maybe for other reasons; people of determination.

The students conclude that fair distribution is based on adapting to the special needs of each individual (short/tall) or the whole group (women or people of determination) to enable them all to achieve all their goals in life. This is true fairness.

3 Having learned about fairness, let's think about it in terms of opportunities. Compare the situations in the following pictures. Compare both pictures and decide which is fair and which is unfair.



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Activity 4 (15 minutes)

The article is **about the foundation of the UAE**.

Implement the jigsaw strategy. The teacher divides the text into three parts and the students into three groups, each getting one part of the text. Each group reads their part of the text.

Exercise A- They discuss the ideas that come up in the text. They also focus on achieving fairness in establishing the state of the UAE.

Exercise B- The students discuss the importance of having a fair governor.

Exercise C- Each team writes down two or three ideas on how to achieve fairness in establishing the state of the UAE.

The first team's text: In 1960, early stages of a renaissance appeared... which had already begun decades before.

Possible responses: Equality during the term of power - the rotation of power - establishing councils based on consultancy - attending to people's needs with no regional discrimination - providing elements of development and resilience on the ground - government that focuses on developing both the state and the people.

The second team's text: From the first moment success was attainable on a national scale.

Possible answers: Comprehensive development process on a national scale - harnessing resources for popular progress - fairness to all based on citizenship.

The third team's text: And under great leadership justice and security was given to all.

Possible answers: People have a sense of pride in their homeland - securing their needs and improving their way of life - providing education as a right for everyone - adopting values in governance such as justice and peace.

The teacher rearranges the groups so that each group has one student who is an expert for each of the three texts that they discussed with their previous group. Each group summarises the points in which it sees the pillars of the UAE and concentrates on the concepts of fairness, justice and equality in distribution. Everyone shares admiration for the ethical foundations of the UAE.

The students spend a few minutes discussing the question: How is fair distribution achieved in a small group or on a wider community scale?

They then write down a sentence that encapsulates their answer at the bottom of the page.

4

Fairness is one of the key pillars on which the UAE was founded. Read the article about the foundation of the UAE. Then discuss the points that follow.

In 1960, an economic movement started in the country, fuelled by the good news of oil discovery in Abu Dhabi. The movement was initiated by establishing The Board of Governors 'Trucial States Council'. His Highness the late Sheikh Rashid bin Saeed Al Maktoum, who ruled the Emirate of Dubai in 1958, and Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon them) started working together.

His Highness Sheikh Zayed met with His Highness Sheikh Rashid at Orkub Al-Sudaira, located between Abu Dhabi and Dubai, in February 1968. It was an exciting time, with many difficult points to discuss. However, thanks to communication and consultation, the council was formed in 1971 and, through the commitment of the seven rulers of the UAE to cooperation, work began on the modern UAE.

After the council was founded, work began on one of the biggest development plans the region had ever known. And from his very first day as ruler of Abu Dhabi, the late Sheikh Zayed bin Sultan Al Nahyan started harnessing all the resources available to him, to develop the country and raise the standard of living.

Consequently, the UAE grew into a modern and prosperous state after the birth of the union, thanks to the leadership and the generous nature of the seven rulers.

Under Sheikh Zayed's presidency, the UAE was industrialized, and thousands of people moved from houses made of vines and mud into clean, healthy homes. Fresh water and electricity were provided to every house, new roads were built and the outdated educational system was quickly modernised.

Through his values, Sheikh Zayed led the people, communicated with the world and, with the seven rulers, built the modern UAE. The values of fairness, generosity and spreading world peace became the backbone of the country. Fairness and justice were essential parts of his life and work. Sheikh Zayed was fair with himself, his family, his community and with all people. His way of life turned this country into a regional haven for anyone seeking justice and security.

"Fairness is to give others their rights just as you would like to have your rights if you were in their shoes. This is achieved through words and actions, during satisfaction or anger, with people who you love and people who you hate. Fairness in distribution is achieved within a small group or on a wider community scale by distributing limited resources such as wealth, work or posts (e.g. leadership posts) fairly to those who are worthy and to our fellow citizens. Equality is a moral basis that is essential for communities, but fairness is equality in a just way".



a. In your group, discuss the importance of the founder's character during the establishment of this nation of justice and equality. Then, write down the conclusion of your discussion.

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b. Discuss how fair distribution is accomplished in a small group or on a wider community scale.

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5 Draw a picture highlighting unfairness towards humans across the world. Then, show your drawing to your classmates.

Additional Activity 5 (20 minutes)

This activity requires some creative, artistic skills, but all students should hand in their work, as the most important aspect is the embodied idea regarding unfairness in human rights around the world.

Exercise A- The students draw cartoons.

Exercise B- The drawings are shown in class and a discussion is held around what each drawing represents, if there is time.

Lesson 3

Distributive Justice

Learning Outcomes

- Understand the importance and the uncertain nature of what is fair.
- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

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Lesson objectives

The aim of the lesson is to explore the concept of distributive justice as it relates to limited resources such as wealth, work or positions (such as leadership positions). Differences in issuing equitable distribution and conflict resolution are also considered.

Required outcomes

- Items from the classroom that could be used as props during the play.
- White cards and pens for each group to record.

Learning Outcomes:

- 1- Realise the importance of equity, and the uncertain nature of what is considered equitable.
- 2- Demonstrate personal commitment to ensuring the fair or equitable distribution of limited resources (initially on a classroom level between classmates, and between family members and friends).

Vocabulary

equality

fairness

justice

distributive justice

1 Read the story below. Then, in your group, identify a solution and play the roles of Rafa, Yan, May and their parents in a way that ensures everyone is happy at the end.

Zang's family owns a motor showroom in China. They decided to visit Dubai's 2017 International Motor Show. When the family headed for the car, Rafa rushed to sit beside one window and Yan took the other window side. May was upset because she had to sit between them. Their father refused to go until they'd found a solution to this problem. He got them out of the car, and their mother asked them to stop being selfish and agree on a solution to suit everybody.



Unit 1 Lesson 3

62

Equality	Treating others without prejudice, hatred or discrimination based on colour, gender, religion, ethnicity or race.
Fairness	Justice, respecting individuals' rights.
Justice	An essential social norm for the continuity of human life based on equity, equality, fairness, non-infringement, and protecting communal and private interests.
Distributive justice	The distribution of services, resources, and opportunities equitably among all citizens, based on specific needs.

Introductory Activity 1 (10 minutes)

The teacher introduces the text and explains that the focus will be on distributive justice, continuing on from our previous lesson.

The teacher divides students into of five and asks each group member to play the parts of either Rafa, Yan, May or their parents.

The teacher asks students to address the characters' problems while playing the parts: I am tired of always sitting in the middle and feeling bored.

Rafa: I sit by the window because I feel sick.

Yan: I sit by the window to enjoy the beautiful views.

Students suggest solutions to achieve equal distribution, including: Numbering the seats 1, 2 and 3, so each child takes their turn sitting on each seat, or they agree to sit in a way that allows them all to see the views.

Students conclude that equitable distribution between family and society is important.

Activity 2 (10 minutes)

- The teacher reads the story aloud, and then asks each group to answer the question. The teacher leaves the students to discuss independently, how the governor behaved equitably towards the blind individuals:

Yes, he behaved equitably, giving each of them a reasonable explanation regarding their description of the elephant, as each one described a part of the whole (elephant).... The blind men were being mocked, but the governor did them justice, and taught everyone a lesson on how to show empathy to others.

Differentiated Learning:

Beginners: Help the students to read the questions together in small groups, and answer them verbally as a team. Students can write down their answers.

Advanced Students: Ask students to list reasons why the governor behaved in an equitable or inequitable way.

2

Having considered the importance of fair distribution within the family, let's think about justice at the level of society. Read the story of 'The Elephant and the Blind Men'. Then answer the question that follows.

An Indian parable tells the story of six blind men who heard that an enormous elephant would be brought to their town to take part in an annual celebration. The six men went to talk to the town governor and asked his permission to touch the elephant for the first time in their lives.

They had heard about elephants and how big they were, but they could not imagine their shape or form. The governor agreed, and asked each of them to describe the elephant in one sentence after touching it. On the day of the celebration, and in the presence of the townspeople, the six men surrounded the elephant and began to touch it. When they had finished, they each described the elephant in front of the governor and the huge crowd of people.



The first man said, 'The elephant looks like a rope.'

Astonished, the second man said, 'Where is the elephant and where is the rope? It is exactly like a wall.'

The third man laughed and said, 'That's absurd, a rope and a wall! How is that even possible when the elephant is nothing but a big spear?'

The fourth man said mockingly, 'What you are saying is wrong, and what people say about the huge size of the elephant is also wrong. I was keen to discover the elephant, but shocked when I found out it is only a harmless fat snake.'

The fifth man said sarcastically, 'What is all this nonsense? The elephant is like a fan made out of leather!'

The sixth man chuckled and said, 'It sounds like you have touched something other than the elephant, as the elephant is nothing but a tree trunk.'

During each description, everyone present laughed loudly, except the governor, who was listening carefully and with great calm. After the six men had finished their descriptions of the elephant, the governor stood up and made a sign to the crowd to stop laughing. When everyone was quiet, he addressed them, saying: 'Every one of them was right about the description of the part of the elephant they touched. The first man said that the elephant looked like a rope because he touched the tail. The second one said that the elephant is like a wall because he touched its side. Then, the third one said it is like a spear because he touched the tusk. And the fourth one said that the elephant is like a snake because he touched the trunk. Next, the fifth one said that the elephant is like a fan because he touched one of its ears. And finally, the the last one said that the elephant is like a tree trunk because he touched its leg. So each of the six was partially right; the only mistake they made was not waiting to know the whole truth. We also, without exception, often make this mistake. We speak about part of the truth and we think that this part is the whole truth. Then we hold on to it and become stubborn about it. We argue with those who disagree and hold differing opinions, simply because we have failed to see the truth from all sides.' When people heard the governor's wise words, they nodded and became humble.

In your opinion, was the governor being fair or unfair towards the six blind men when he made them describe the elephant in front of other people? Discuss this with your group and provide reasons for your answer.

Activity 3 (15 minutes)

The teacher asks students to read the document independently then divides them into groups in order to answer the questions. Subsequently, the groups present their answers to the teacher in a manner that allows all classmates to participate.

A- Germany has achieved distributive justice by providing social services to all citizens.

However, many problems have emerged, including a decrease in young people in employment, the high cost of social services for the elderly, and the decrease in birth rates.

As such, we suggest that the German government should:

Reform the labour law for women (providing paid maternity leave for 12 months), and increase employment opportunities for the unemployed...

3

Now let's think about justice around the world. Read the text about the declining birth rate in Germany. Then discuss the points that follow.

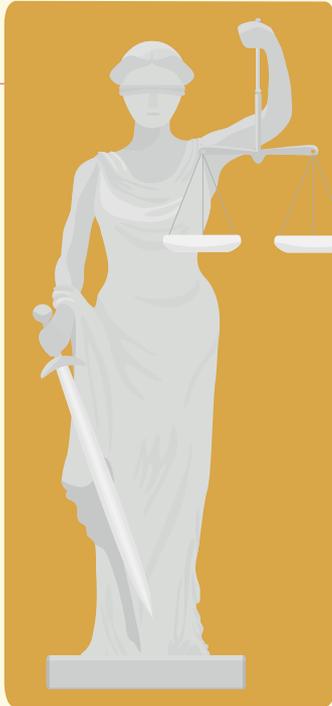
In Europe, and particularly in Germany, there has been a decline in the number of births. The decline raises fears for the future, such as a drop in available labour and qualified academics. These concerns have forced Germany to look at the root causes of the birth rate decline. Young working people are increasingly deciding against having large families as many of them see this as having a bad impact on their career. German labour laws ensure that women keep their jobs when they go on leave to give birth and care for their child during its early days. However, the laws do not guarantee the same job position as they held before going on leave, which is a huge cause of concern for many women. Mothers who want to return to work often find themselves in an unrewarding situation. If there are no places available in the limited public nursery schools, then new mothers' salaries are spent on private nursery schools. Additionally, many working women complain that their husbands do not provide enough help at this difficult stage. Although the government allows paternity leave, it is uncommon for the father to stay home while the mother returns to work.

a. In your group, discuss whether Germany could have achieved better justice in distributing social services. Present the conclusion of the discussion.

.....

4 Look at the sculpture. It represents justice in all the judicial systems in the world. It is characterised by three main components: the balanced scale, the closed eyes and the sword.

- a. What does each main sculpture component stand for?
- b. In your group, create a design representing distributive justice in society. Each group's design will be presented in front of the class and discussed.



Activity 4 (10 minutes)

In their groups, students examine the sculpture and voice their opinions on this artistic work (based on the criteria of evaluating artistic work according to its individuality, consistency, beauty and transparency). Students must then answer the following questions:

A- Balance symbolises the tool by which justice is achieved at all times and everywhere, as there should be universal criteria to ensure rights.

The balance of both sides is the measure that guarantees justice for both parties. The ring on the eyes may symbolise blindness, and triggering rational thinking free from emotions. The sword symbolises the fact that justice prevails over injustice, and represents the tool of law, which guarantees justice.

B- An artistic work chosen by the group: A painting, sculpture or artistic work in any other form.

Differentiated Learning:

Beginners: Deduce the meaning of the symbols based on their tangible functions, and attempt to link them to more abstract meanings.

Advanced: Students: can look for other symbols in the sculpture, such as, the representation of a woman instead of a man. This change represents the assertion that the woman rules with emotions more than the man (according to civilisations that embodied justice). The woman is blindfolded so that she may be controlled by the mind's eye and thought, preventing her from seeing things that could stimulate her emotions, and in this way, becoming equal to the man.

Additional Activity 5 (20 minutes)

The teacher divides the student into groups, and asks each group to read the document and answer the questions.

A- Paying public taxes imposed by the local, national or municipal government.

Being a member of a public healthcare system – increasing birth rate.

B- Lack of employment opportunities – Increase of the elderly population compared to the decline of young people in employment – The high cost of modern medical technologies. And the threat that these pressures may cause financial collapse of healthcare systems.

C- Students may read articles on the Ministry of Health's website, or other official websites, for details regarding the UAE's healthcare system. Students may present their research.

5

Read the text about funding and distributive justice in health systems throughout the world. Then, answer the questions that follow.

Human societies are experiencing changes caused by ageing and overpopulation. In addition, health problems such as heart disease, obesity and diabetes are increasing at serious rates. This is also putting pressure on the finances of the healthcare systems around the world. And this in turn is making it more difficult for countries to increase development and combat poverty.

The forms and types of healthcare systems vary widely throughout the world. Each has its own history and unique organisational structure. However, all healthcare systems are funded by one or more of the following resources:

- 1 - Public taxes imposed by the government, state, county or sometimes the city
- 2 - The social health insurance system
- 3 - Private health insurance
- 4 - Direct payment of costs by those who receive healthcare benefits
- 5 - Grants and donations given by charitable institutions and others

Most countries have social care systems that are funded with a unique mixture of these five resources. However, the distribution of these resources and the financial amounts differ from one country to another.

a. If you are a citizen of a self- supportive country, what should you do in order to benefit from the distributive justice in healthcare.

b. What are the challenges that prevent countries from achieving justice in the healthcare sector in general?

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c. Carry out some research into the Emirati healthcare system. Then identify how distributive justice could be achieved within it. You can choose to present your findings in written or electronic form.

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Lesson Objective

This lesson aims to introduce the students to the criteria for applying distributive justice (equality, authority, need and eligibility) and how to actively use this criteria in case-study activities and role playing. Students will need to consider their resources and make decisions on how to distribute them.

Required outcomes

- Three plants of different sizes (big, medium and small) – one litre of water.

Learning Outcomes:

- 1- Explain that distributive justice is about the distribution of scarce resources – such as wealth, work or positions (e.g. leadership positions) – fairly within a group or in the wider community.
- 2- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

Unit 1 Equality and Justice as Fairness

Lesson 4

Criteria for Distributive Justice

Learning Outcomes

- Explain that distributive justice is about the distribution of scarce resources – such as wealth, work or positions (e.g., leadership positions) fairly within a group or in the wider community.
- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

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Authority	A position that grants an individual capacities that prioritise them over others. Hence they could be in the position of enacting laws and making decisions.
Need	Lack of something or of a resource.
Eligibility	Conditions that grant the individual the right to do something or the advantage of having achieved it. For example: a person who sacrifices a great deal of time, money or effort receives more resources compared to a person who makes fewer sacrifices.
Equality	Treating everyone the same with regard to the distribution of shares and opportunities.

Vocabulary

eligibility

equality

authority

need

- 1** Three plants of different sizes are placed in front of you. You have one litre of water. Each plant is thirsty and has not been watered for a week. How would you distribute the litre of water between them? What criteria did you adopt? What criteria did your classmates adopt? So, what's the criteria for distributive justice?



Unit 1 Lesson 4 | 70

Preliminary Activity 1 (5 minutes)

Three plants of different sizes are placed in front of you and you have one litre of water.

How would you distribute the litre of water between them, knowing that they are all thirsty and have not been watered for a week?

What is the criterion you adopted? What are the criteria adopted by your colleagues?

So, what are the criteria for distributive justice?

The teacher brings in three plants of different sizes and places a litre of water in front of the students.

Then he asks them how they will decide to distribute the water between the three plants.

The students' answers will differ here. For example, some of them will consider that the small plant should be given the largest quantity of water because it is the weakest and needs water to grow (the teacher highlights the concept of 'eligibility'); others will consider that the big plant, based on its size, should take the largest quantity of water (the teacher highlights the concept of authority); another group will adopt equal distribution of water considering that the three plants are all thirsty (the teacher highlights the concept of equality); and others will grant the plant that appears to be the most thirsty the largest quantity of water (the teacher highlights the concept of need).

The students will recognise the different logic they adopted in the distribution of water between the three plants, as well as their different views of distributive justice. The teacher presents the lesson and invites the students to further discuss the criteria for distributive justice through the following activities.

Activity 2 (15 minutes)

This activity aims to categorise the options for resource distribution according to the four criteria of distributive justice (eligibility, authority, equality and need). It also aims to show how to judge the distribution of resources and choose the most appropriate criterion to ensure the distribution is just and fair.

The students read the story of Sarah, who was offered a certain amount of money by her parents to buy clothes for herself and her sisters for a holiday. She was confused as to how to distribute this amount justly and fairly between the three of them. (5 minutes)

a- (5 minutes)

The teacher divides the students in four groups and asks them to study the options that Sarah considered in order to distribute the amount between herself and her sisters. Then he asks them to categorise these options according to one of the criteria for distributive justice. After that, each group explains the criterion based on Sarah's way of thinking.

Expected Answers:

- Eligibility: Sarah considered that she had the right to take the larger amount since her father gave her the responsibility to choose.
- Equality: Buying three dresses of the same value for the three of them.
- Authority: Buying the most expensive dress for her older sister.
- Need: Buying the dress that her little sister likes and wants.

b- (5 minutes)

The teacher asks each student to put themselves in Sarah's situation and consider individually how to distribute the amount between the three sisters fairly, while justifying the criterion adopted to achieve fair distribution.

Here, the teacher points out that those behind the concept of distributive justice do not usually provide answers to the question of who is entitled to impose a particular method of distribution. The teacher thus invites the students to accept other people's opinions

2

Read the text about Sarah's distributive justice dilemma during her family's preparation for Eid. Then answer the questions that follow.

Here comes Eid again. It is a time for families to come together and enjoy the holiday. Preparations begin very early - from preparing the delicious sweets and tasty food to decorating houses and buying new clothes for family visits. It is all about creating an atmosphere of positivity and happiness, and renewing family ties.

Sarah was delighted when her parents asked her to go with them to the Dubai Mall, one of the largest malls in the world. As well as shopping, there are also cafés and attractions, such as the Dubai Ice Rink, Dubai Aquarium and Underwater Zoo. People go there to enjoy the wide range of social, artistic and cultural activities on offer - there is something for every member of the family!

When Sarah entered the mall, she was amazed by its size. She looked around her and felt proud that there was such a beautiful, luxurious and entertaining place in her country. She was even happier when she was told they would be buying new clothes. When they got to the clothes store, Sarah's parents asked her to choose clothes for herself and her two sisters up to a total value of 500 AED. Sarah was confused. She started thinking about how she should divide this amount to buy clothes for the three of them in a way that was fair for everyone.

Sarah started thinking: 'Perhaps I should buy myself the most expensive dress because I'm more deserving of my father's money. Or should I choose the most expensive dress for Maha as she is the eldest? But then there won't be enough money left to buy two more dresses! And if I buy Yara, our younger sister, the dress that she liked last time we were here, there won't be enough money for anything else because it's so expensive. There is another option. Perhaps if I looked around more, I might find three dresses for the same price. Then there'd be no difference between us.'

Sarah was thinking about this when her mother asked her to make a decision.

and use a persuasive method that is based on fact in order to prove their point of view. This may influence others and lead them to change their minds.

Differentiated Learning:

Beginners: Help the students to understand the criteria by asking questions about the story.

Advanced Students: Work on more than one criterion at a time. Then they compare them in the light of distributive justice and give examples of similar situations.



a. In your group, discuss the options considered by Sarah to distribute the 500 AED between her and her sisters. Categorise these options according to these justice criteria:

Eligibility	Equality	Authority	Need
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b. If you were in Sarah's position, how would you distribute the amount? Explain why your distribution would be fair.

Activity 3 (15 minutes)

This activity aims to raise awareness among students of the effects of resource distribution criteria on the relationships between individuals and communities. This takes place through the discussion of the issue of water justice.

The students read the text about water justice that highlights the issue of fairness in benefitting from trans-boundary waters. After discussing the text, the teacher divides the students into four groups and assigns the study of the case to each of them according to one of the criteria for distributive justice (eligibility, equality, authority and need). (5 minutes)

The students come up with a scenario on how to distribute the water over the two areas while demonstrating the effects of this distribution on the development of their relationship (peace or conflict?). Each group presents their work to the class and the floor is opened for discussion. (10 minutes)

Expected Answers:

The group that works according to the principle of authority in the distribution depicts Area 1 as an economic power that imposes its authority over the water. Thus, the relationship is represented by the stronger area having power and control over the weaker area. This would result in permanent conflicts over the water on the basis of Area 2's legitimate right to also benefit from the river water.

If we assume that this river emanates from one of these two areas, distribution could be allocated according to the 'eligibility' criterion. The residents of the area from which the river emanates consider themselves to be eligible for the larger share of it, in addition to investing in it to produce power and irrigate the area. This could also lead to disputes and conflicts between the two parties if this happened without mutual consent.

3 Read the following text about water justice. Then complete the activity that follows.

The first thing to do to ensure 'water justice' is to find a fair way to share water between different regions or countries. Second, it's necessary to recognise that water resources are social and collective resources, so providing water should not be just about supply and demand. Third, the rules of justice and fairness have to be respected so that there's a balance between everyone's interests and needs. Fourth, there must be solidarity between current and future generations of people to ensure that environmental resources, such as water, are treated in line with the concepts of sustainable development and collective interests. Fifth, water must be regarded as an element of human security as it is essential to human life. In fact, water justice is related to many environmental concepts, including both the capacity to obtain water and water security. Water security means having enough water to meet human needs. Water justice is also related to water governance, which means the legal management of water resources, while also living in a clean and healthy environment. We can add to the list the common heritage of humanity, collective interests, justice among members of the same and different generations, the common governance and development of water resources, environmental interdependence and common yet different responsibilities.



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Differentiated Learning:

Beginners: Present their point of view verbally.

Advanced Students: Suggest solutions to the distribution methods that may lead to a conflict. They could also demonstrate the position of each region through role play.

a. In your group, discuss the photo. Consider the relationship between the two areas pictured. Think about how resources might be distributed. Keep in mind the criteria for distributive justice that we learned.

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b. Did each member of your group agree on the specific distribution method? Or did each of you have your own thoughts?

.....

c. What aspects did you agree on? What caused disagreement?

.....

4 Read the following passage about the economic philosopher Amartya Sen. Then answer the following:

Amartya Kumar Sen was born on November 3, 1933, in India. He is an economist and philosopher, and a lecturer in the United Kingdom and the United States. In 1998, Sen received the Nobel Memorial Prize in Economic Sciences for his integration of ethical values and humanitarian concepts with economic analysis. He has made multiple contributions, particularly in the field of social and economic justice, in addition to many publications including the book entitled *The Idea of Justice*, which was published in 2009.

Amartya Sen invites us to think of equality based on individual capabilities, also known as competencies. Given the different capabilities amongst individuals, equality is unnecessary and ineffective when it comes to achieving fairness.



Activity 4 (15 minutes)

This activity aims to get the students to adopt one of the criteria for distributive justice and defend it from the community's point of view by discussing the issue of employment.

The students read about the economic philosopher Amartya Sen, one of the greatest thinkers and specialists in the concept of justice. Then they discuss his concept of equality based on an individual's capabilities and competencies (3 minutes). In view of that, they make a decision regarding who will occupy the two vacancies in the company.

The teacher divides the students into five groups whereby each group represents one of the categories shown in the table. The students discuss the criteria for distributive justice from the point of view of these four social categories: relatives of the company's general manager, members of the wealthy class in the community, employees hoping for a promotion, and young and educated men and women who are eligible to occupy the two posts. The fifth group will have to take the decision about choosing the two classes that will be given the two vacancies.

Each group forms its own point of view that justifies the benefits of accepting the job. They give their opinion in turn without the other groups judging or disapproving. The right to ask questions remains with the judging group who are the decision makers. (12 minutes)

Expected Answers:

The first group chooses to justify their point of view in the light of the 'authority' criterion. The general manager can employ whoever he wants, and who is more eligible than members of his family?

The second group justifies its point of view in the light of the 'eligibility' criterion. The candidates from the wealthy class were educated in the best and most expensive universities in the world.

The same is applied with the third and fourth categories.

The fifth group takes the decision about the employment while justifying their point of view. They can choose employees from two different categories and satisfy more than one party.

Activity 5 (Optional): (10 minutes)

In this activity, the students apply the criteria for distributive justice to scholarships in order to be fair to students from both upper and middle social classes.

a- (5 minutes)

The teacher divides the students into two groups and asks each group to read one of the announcements about the scholarships granted by the University of Iowa and the American University in the Emirates. Then, a representative of each group shows how the universities are just in the way they distribute scholarships to students. After that, the class discusses this matter.

Expected Answers:

-University of Iowa in the USA: It offers two types of scholarship based on two criteria: eligibility (for students who have an outstanding average) and need (for students who suffer from financial hardship). This distribution of scholarships is just and fair because it benefits everyone.

-The American University in the Emirates: It offers three types of scholarship based on three criteria: eligibility (for outstanding students as an encouragement to study), need (for those who suffer from financial hardship) and equality (for everyone without discrimination on the basis of religion, race, citizenship or colour). This distribution is also fair because it reaches out to the different social classes without any discrimination.

b- (5 minutes)

The students work in pairs. The teacher asks each pair to discuss the requests of those students who face difficulties in paying their tuition fees despite the fact they have received a scholarship for their excellent academic performance. The course students present a solution that the university can adopt to satisfy all its students.

Expected Answers:

The university acts equally with the distinguished students and offers them the scholarship with no discrimination. It also acts fairly with the outstanding students as well as those who suffer from a financial hardship and looks into their situation – case by case – so that the deserving students receive an additional scholarship that helps them pay the remaining tuition fees.

As a class, discuss the case presented below. Base your discussion on the criteria for distributive justice and Amartya Sen's idea about equality. Then act out the scene that has been assigned to your group.

There are two 'department manager' vacancies in a major company.

As a class discuss all five possible scenarios until you reach a decision about who should receive each of the jobs.

Join the group that you have been assigned to. Then, act out the following scene:

Groups representing the job candidates:	One group represents the decision maker
Relatives of the company's general manager	
Members of the wealthy class in the community	
Employees hoping for a promotion	
Young and educated men and women who are eligible for the two jobs	

The scenario: The decision-maker group meets the job candidates and chooses the new employees.

5

What follows is mentioned in the scholarship section of the web pages of the University of Iowa in the USA and the American University in the Emirates:

The University of Iowa offers various scholarships each year to its students based on financial need, academic merit, or, in particular, academic performance. Receiving a merit scholarship may not disqualify students from receiving other offered educational grants or loans based on their proven financial needs.



Citizens of the United Arab Emirates or residents and nationals of the Gulf Cooperation Council are eligible for scholarships. There are certain conditions necessary to receive a scholarship, which include:

- completion of 45 course credits, as well as a general average equal to 3.6 or above,
- achievement of a global average of 2.5 or above in order to renew the scholarship each year.



- In what ways do the universities distribute the scholarships with justice?**
- A university decided to give 700 USD to each student with a GPA of 3.5 and above as a scholarship payment towards tuition fees. It seems that all students are treated fairly - everyone with a GPA of 3.5 and above will receive the same amount. However, the students who suffer from financial difficulties objected to this decision and considered it unfair. They and their parents will struggle to pay the rest of the tuition fees, whereas the wealthy students can pay them easily. In this case, what solution could the university offer in order to be just towards both the wealthy students and those who suffer from financial difficulties?**

Lesson 5

How to be Fair in Distribution?

Learning Outcomes

- Clarify that distributive justice means the distribution of limited resources, such as wealth, employment or positions (such as leadership positions) fairly within a group or within the wider community.
- Show personal commitment to ensure fair and equitable distribution of limited resources (initially at the level of classmates, family members and friends).

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Lesson objectives

Students continue to learn about distributive justice. They participate in activities related to the distribution of benefits, while ensuring that others are treated fairly and equitably both in the classroom and in society.

Required outcomes

- Place a stationery set on the table including pencils, ink, crayons, card, geometric rulers, and paper.

Learning Outcomes:

- 1-Clarify that distributive justice refers to the distribution of limited resources, such as wealth, employment or positions (including leadership positions) equitably within a group, or within the wider community.
- 2-Demonstrate personal commitment to ensuring the fair or equitable distribution of limited resources (initially on a classroom level between classmates, and between family members and friends).

Vocabulary

benefits

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In front of you there is a box filled with stationery, including pencils, ballpoint pens, colouring pens, erasers, geometric rulers, perforators and other items. Share these items among your classmates without regard to age, position within the class, and needs or possessions.

Was it possible?

Was everyone satisfied?

How can you ensure a fair distribution of benefits?



Unit 1 lesson 5

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Benefits

Communal benefits of resources.

Introductory Activity 1 (5 minutes)

The teacher starts the lesson with a brief review of the topics discussed in previous sessions. The teacher then places stationery including pencils, ink, crayons, geometric rulers and paper on the table, and gives students the freedom to share these resources with each other. Students cannot compare themselves to other students based on their privileges and features, or differences in age and social status. In addition, the students' own things and stationery must be left outside of the classroom. The teacher monitors how students share stationery with each other, and then asks them: Were you able to overcome your selfishness and greed when sharing the stationery? Is everyone satisfied? How, then, can justice be achieved through the distribution of benefits? The teacher allows the students to express themselves freely, and asks them about the difficulties that they have faced personally.

Activity 2 (15 minutes)

This activity aims to introduce the concept of individuals' right to equality in the distribution of benefits to students, even in the case that the benefit refers to a particular role within society.

The students read the text about James, who wants to be the class coordinator. His friend Wael has occupied this position since the beginning of the year, which James feels is unfair. (3 minutes)

The teacher divides students into four groups, and asks each group to answer three questions. The focus should be placed on giving each student in the group the right to voice his or her opinion. All answers are written, and presented verbally in front of the class.

The students then discuss the answers. (6 minutes)

Expected answers:

A- (2 minutes)

Each student has the right to occupy this position, especially those who are most suited to the role. The right of other students or their role should not be marginalised or denied. All students must be treated equally on the basis of respect and equality, without prejudice or discrimination.

B- (2 minutes)

No, his anger is unjustified. While he is a diligent student with the right to hold a position of responsibility, there are other students with the same level of competence who also deserve the opportunity to take this position, and may contribute new ideas and classroom initiatives.

C- (2 minutes)

The proposal must be accepted on the basis of equal opportunities and equality in the distribution of roles. Wael has had the opportunity to be a coordinator, and has done his job well. Thus, he could now contribute to James' election campaign, and help him to win the highest number of votes.

Differentiated Learning:

Beginners: Clarify questions, and encourage the students to express their views and provide answers, even in a simplified manner.

Advanced Students: prepare a dialogue between Wael and James, and present it in the form of an acted scene.

2**Read the story about James who felt unjustly treated in class. Then discuss the questions that follow.**

James was unhappy that Wael had been the coordinator of the class for four months. This was a frustrating situation for James. He always worked hard to help his classmates, even though he had no position in the class. He also enjoyed having the authority to speak for his classmates and having a connection with the teachers.

The teacher proposed that James compete with Wael for the post of coordinator. Each candidate devised an election programme, which included a plan to facilitate students' affairs and organise sports and art activities for the classroom.

James prepared a classroom programme that included new and important ideas for schoolwork and sports activities. He started going on school trips that were interesting, fun and educational at the same time, and told his teacher about his preparations. The teacher said that the position of coordinator would be based on the principle of equitable participation in the class.



a. What do you think of James' position with regard to the concept of equality?

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b. Imagine that Wael was angry about James' desire to run for the position of coordinator. Would his anger be justified? Why or why not?

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c. How should Wael see things to help him accept James' candidacy?

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Activity 3 (15 minutes)

The aim of this activity is to introduce the principle of equity in the distribution of benefits on a local level to students, in accordance with individuals' competence and specific skills.

Students read the text, where the Municipality shows interest in recruiting talented and efficient professionals to work. Applicants help to boost the Municipality's level of growth and excellence on a national and international level. Then they review the case study of Yusuf (skilled in motor racing) and Ibrahim (a civil engineer), both of whom are interested in working at the Municipality. However, Yusuf does not have the necessary academic qualifications and experience. (3 minutes)

In groups, students consider the issues, prepare answers, and present them to the class for discussion. (3 minutes)

A- (2 minutes)

Ibrahim and Yusuf both have competencies and skills that can contribute to achieving the Municipality's vision. Ibrahim is skilled in the field of civil engineering, and can implement high quality projects in accordance with international standards. Meanwhile, Yusuf is a qualified leader in the motor racing field, and can help organise races, entertainment and sporting events involving well-known local and international personalities in the city.

B- (5 minutes)

The students are divided between those that prefer the contributions that can be made by Ibrahim, and those that prefer the contributions that can be made by Yusuf. Students may then use the internet.

Ibrahim offers: Bridge or tunnel construction planning. He can plan the construction of urban infrastructure such as sewage networks – Design, construction and maintenance of major and secondary roads in the city, in accordance with international standards.

Yusuf offers: To represent his town in international competitions.

3 Read the text from the jobs page of a municipality website. Complete the activity that follows.

As part of our overall efforts to improve the municipality, we are seeking to develop the city into one of the most advanced cities in the world in terms of the excellence of services provided to residents.

To achieve this transformation, we are looking for qualified and talented people who will work hard to provide the highest standards of service. We need a group of people who can work with passion and enthusiasm to make the city one of the best municipalities in the world.

You will gain invaluable experience from working with us. You will also be part of a government institution dedicated to achieving strong economic progress.

Ibrahim and Yusuf have been friends since childhood. Ibrahim spent six years at university studying civil engineering, while Yusuf has devoted his time and effort to developing his motor racing skills. Ibrahim and Yusuf read the announcement about job vacancies in the municipality of their hometown. As Ibrahim prepared his application, Yusuf went to the municipality to ask for further information about how he could serve his city.

a. Imagine you are in charge of this municipality. How could Yusuf and Ibrahim achieve the vision of the municipality both locally and globally?

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C- (2 minutes)

Students conclude that equity is important in regard to distributive justice.

In order for distributive justice to be successful, it must be implemented in a neutral environment, on the basis of equal opportunities and equity among all peers, free from social considerations in the distribution of benefits. This will strengthen citizens' confidence in their country, and promote cooperation in different areas, without selfishness or jealousy.

b. What real contributions could Yusuf and Ibrahim, each according to his competence, make? Conduct online research.

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c. Draw some conclusions about the importance of impartiality in distributive justice.

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4 A country has issued the following decisions:

- Provide free education from kindergarten to secondary school.
- Provide free health services for all.
- Improve women’s employment opportunities in public administration by ensuring 30 percent of positions are filled by women.

Discuss these decisions with your classmates and their values based on the concept of justice in the distribution of benefits.

Activity 4 (10 minutes)

This activity aims to evaluate decisions that affect the distribution of benefits on a community level, and allow students to voice their opinions in a critical and constructive manner.

The teacher divides the students into four groups, and asks each group to identify a leader to conduct the discussion. Each student in the group voices their opinion on the fairness of decisions made by the State, based on the concept of equity in the distribution of benefits. (6 minutes)

Each group then presents the results of its discussion. (4 minutes)

Expected answers:

- Providing free education from nursery to secondary school.

Equitable and fair distribution of benefits provided on the level of free education, with a similar level of quality to that of private schools.

- Providing free healthcare services for all citizens.

Equitable and fair distribution of benefits provided on the level of free healthcare services, with a similar level of quality to that of private healthcare services.

- Increasing public sector employment opportunities for women, raising the percentage of female employees in the public sector to 30%.

Providing women with equal opportunities in the distribution of benefits is a positive decision, especially if the participation of women in the public sector is much lower than men. Equity in the distribution of benefits can only be achieved when men and women have access to equal opportunities in benefit distribution.

- The average salary of directors is \$10,000 and above, while the minimum wage for lower-level employees is \$600.

This is to an unfair distribution of benefits. The difference between directors' salaries and those of lower-level employees is vast, which widens the gap between rich and poor.

Differentiated Learning:

Beginners: Work on activities 1 and 2.

Advanced Students: Work on activities 3 and 4.

Activity 5 (optional) (15 minutes)

The aim of this activity is for students to send a message to all those who attempt to marginalise people of determination, excluding them from benefit distribution schemas and employment opportunities.

The task can be conducted individually or in groups. Each group will read a text about people of determination who have demonstrated their skills in the course of their daily routine.

Students then discuss these real-life examples. The teacher should direct the discussion towards the challenges that these people have encountered, and their perseverance in overcoming their disability in order to achieve their goals. The teacher should also encourage students to express their opinions regarding the exclusion of people of determination from employment opportunities on the grounds that they are physically or mentally unable to perform their roles effectively.

Students then write a letter addressed to people who refuse to include people of determination in the equitable distribution of benefits, especially in work-related matters.

Expected answers:

'Disability has never been an obstacle for the excellence of people of determination, especially if the mind is sound.' (His Highness Sheikh Mohammed bin Rashid Al Maktoum).

- Many people of determination have overcome their circumstances, excelled in many areas, and have won awards in their workplaces. This includes leaders who have become managers running a multidisciplinary team, in addition to those who have excelled in sports and contributed significantly to promoting their country overseas.
- They must be given the necessary training to develop

5

Read the following texts about people of determination who have received the same employment opportunities as their non-special needs counterparts. Then complete the exercise that follows.

- a. Saif Saeed, who has a mental disability, has proven his ability to work. He works for the Desert Group, a local company that Saif says provides the appropriate working environment to enable him to work productively. He says, 'I started working in 2006. I have overcome the challenges presented by my disability. Since starting work, I have participated in many important projects, including the establishment of institutions and schools nationwide.'
- b. Aisha Bilal, a teacher, worked with dedication and skill to overcome the many challenges resulting from being paralysed since childhood. Aisha says, 'The support I received from my family enabled me to continue and succeed. Their support enabled me to complete my education at the Faculty of Islamic and Arabic Studies and begin working as a teacher immediately after graduation. Despite suffering from an illness, having family responsibilities and raising my daughter, I am still capable of contributing.'

Some people refuse to allow people of determination to participate in employment, arguing that they are not able to physically or mentally perform roles effectively. Based on what you have read, write a 10-line letter addressing these issues and explaining the importance of equitable distribution of benefits among all members of society.

their skills, and help them to become active members in the community. The more that people of determination are respected and given their rightful place in society, the more civilised, progressive and aware of the importance of equal rights society becomes, regardless of contrary opinions that may be promoted by some.

- Human beings, whether or not they have special needs, have the right to life, education and work, as in this way justice is achieved.

6 Consider some injustices in the world. Start building a project that addresses these issues. You can complete the project as homework and present it next week.

- Think of some unfair attitudes that you want to change in your school or community (attitudes that express prejudice or discrimination in some way). What are these attitudes?

- Form small groups with your classmates based on their preference for one of these issues.

- Identify the problem that you would like to resolve.

- Explain the ultimate goal or outcome you would like to achieve.

- Provide a list of the resources you need (human and material).

- Set a schedule to accomplish the tasks or goals.

Activity 6 (20 minutes)

The teacher asks students to provide some examples of unfair attitudes they've witnessed in their school, community or in the world that they would like to change (attitudes that express prejudice or discrimination in one way or another). Students write their answers on sheets of paper.

- The teacher forms small groups based on the issue that the students would like to resolve.

Students must do the following:

- 1) Identify the problem that they would like to resolve;
- 2) Clarify the final objective or outcome that they want to achieve;
- 3) Provide a list of necessary resources (human and material);
- 4) Establish a schedule for the implementation of specific tasks and objectives.

Students must complete the project as homework, and then present the following week.

Differentiated Learning:

Beginners: Provide students with the necessary technological resources to search for examples that will help them to complete the project, in accordance with the teacher's instructions.

Glossary

Abandoning responsibility: Evading duties; not taking the blame for mistakes or misdemeanours

Acts of compassion: Initiatives 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

Assuming responsibility: Committing to a task or obligation and then fulfilling that task or obligation voluntarily with personal effort; willingly accepting the consequences of one's behaviour or actions

Benefits: Good or positive effects of something

Care: Acts of benevolence and mercy toward the needy on a non-discriminatory basis

Cognitive empathy: Effort to understand what other people are thinking and feeling

Community responsibility: The set of tasks, duties and responsibilities that every citizen has towards his or her community, which includes participating in the community, respecting others within the community and the community itself, and cooperating with the community

Compassionate empathy: Extending help and support to others; connecting with the lives and feelings of other people

Discrimination: The practice of treating or regarding others differently on the basis of their social class, religion, economic class or ethnicity

Distributive justice: The fair distribution of services, resources and assets to everyone according to their own needs

Eligibility: Conditions that grant someone the right to do something

Emotional empathy: The ability to understand and share another person's emotions

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race

Equity: When things are fair, just and impartial

Fairness: Justice, giving people their rights

Generosity: Benevolence; giving material and moral support without expecting anything in return

Happiness: Feeling joy, satisfaction and reassurance

Identity: A set of attributes, qualities or beliefs that make a person or group different from others

Justice: When a situation is fair, balanced, equal and just

Moral dilemma: A problematic situation that requires analysis of the reactions of those involved in order to understand the different viewpoints and judge fairly

Moral standards: A commitment to values such as equality, justice, empathy and respecting others and the law

Need: A lack of some thing or resource

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

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

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

Power: Ability, strength or right to exert control over something or someone; a position that prioritises one person over another

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)

Responsibility: Undertaking duties, participating, cooperating and helping others in the family, school and society, as well as assuming the results of errors, i.e. acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them

Self-esteem: Knowing one's own value and worth; self-respect

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

Sympathy: Caring about and feeling sorry for others who are experiencing difficulty; being prepared to help others and alleviate their suffering

Tolerance: Appreciating and accepting diversity; showing respect to others who have different habits, qualities or beliefs

Well-being: Comfort, health and happiness

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