



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Seven

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

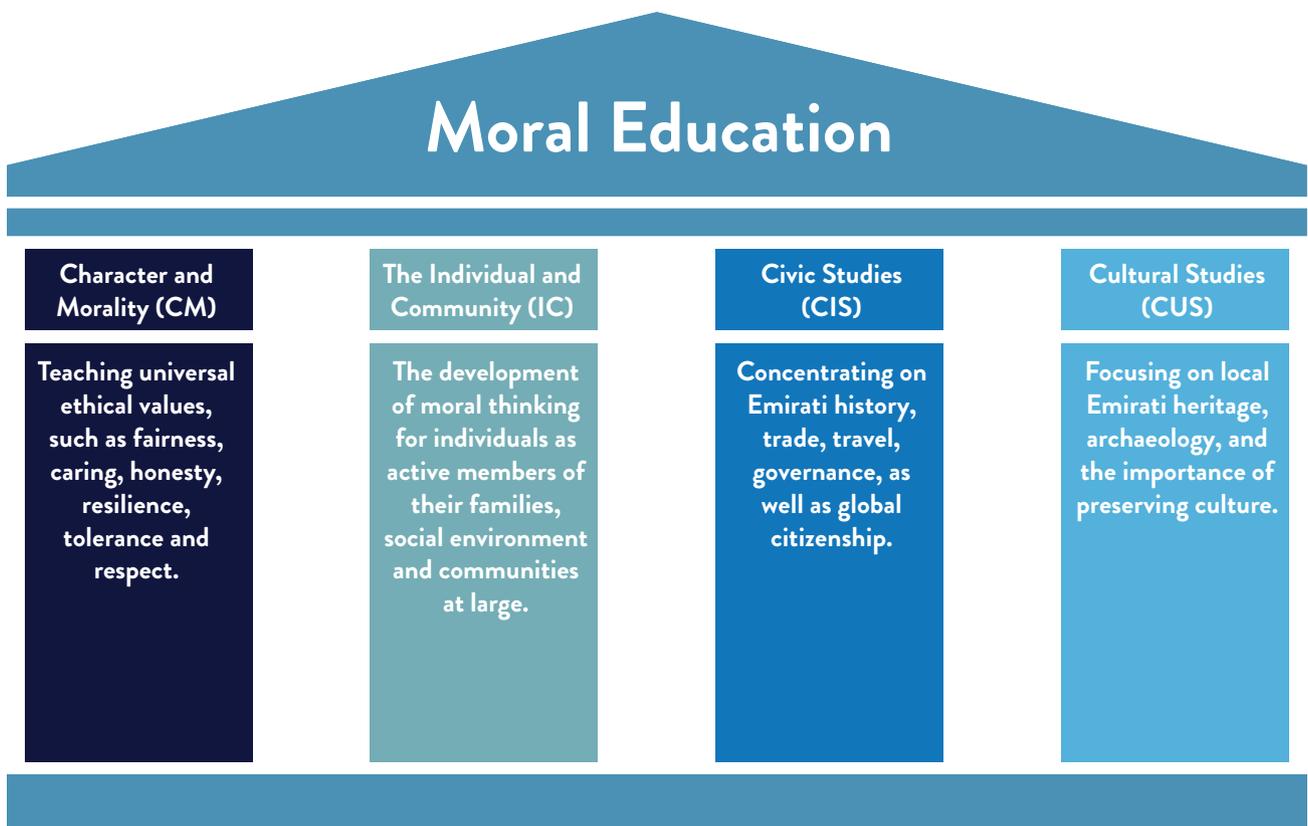
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local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

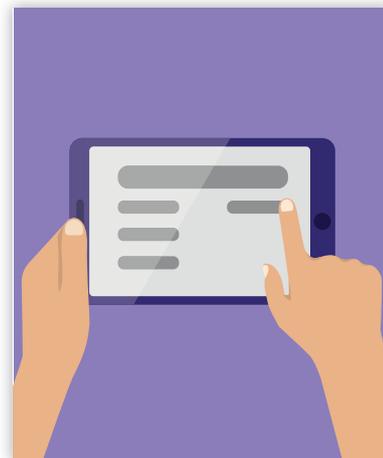
The Teacher Guide takes teachers through the course, highlighting key aspects of the lessons, suggestions for questions and classroom activities, and specific guidance on handling each lesson in the classroom. Also included are suggestions for differentiation and assessment for learning.



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.

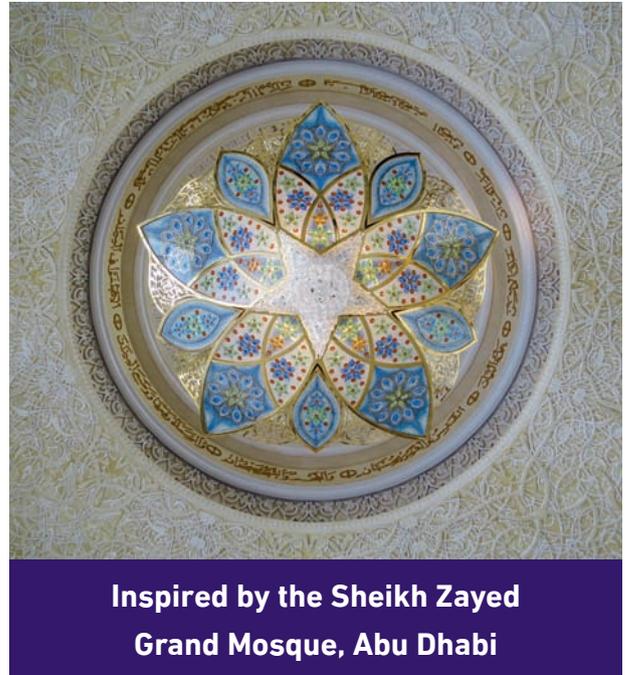
The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

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.

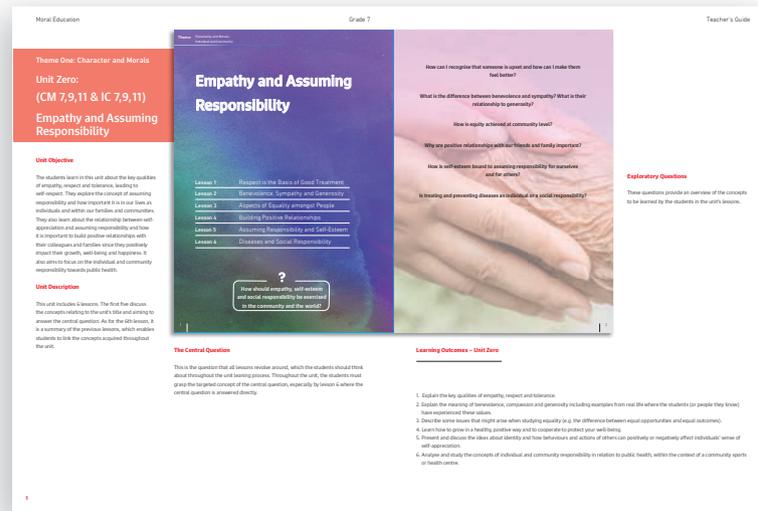
Books and their covers vary in size. Keeping to the concept of interconnected ideas influencing one's moral behaviour, the circular pattern derived from the mosque matures into a more complex design reflecting how morality and character grow in complexity as we age.



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

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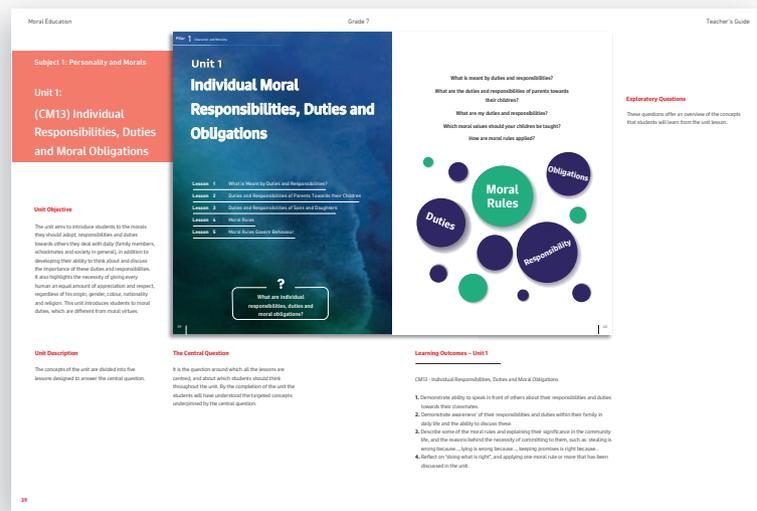
Introduction Unit (CM 7,9,11 & IC 7,9,11) Empathy and Assuming Responsibility



- 1 Respect Is the Basis of Good Treatment P. 3**
 Exploring the concept that respecting others, hence empathising with them, starts with self-respect. Tolerance and acceptance of different people, and recognition of their full rights in the context of citizenship and international legitimacy
- 2 Charity, Sympathy, Generosity P. 9**
 Putting ourselves in others' shoes, feeling what they feel and sympathising with them; exploring the meanings of charity, empathy and generosity through the local and international actions highlighting empathy
- 3 Aspects of Equality Among People P. 15**
 The concept of equality in society: explore the extent to which the level of equity opportunities through community-based positions are achieved; achieving equality and equity locally and globally
- 4 Building Positive Relationships P. 21**
 The meaning of well-being and positive relationships: the feeling of satisfaction and happiness and helping each other in growth and development positively; discussing some family behaviours that may strengthen the links within the family
- 5 Assuming Responsibility and Self-Esteem P. 27**
 Identifying the main responsibilities that we share: identify the motivations that urge us to be responsible, and the extent to which self-esteem is associated with self-esteem is associated with responsible attitudes in daily life situations
- 6 Diseases and Community Responsibility P. 33**
 Contagious diseases that spread around the world, the reasons for their spread and how to prevent them: explore the role of institutions and humanitarian organizations, local and international, and the efforts they exert to reduce these diseases

Unit 1

(CM13) Individual Responsibilities and Duties and Moral Obligations



- 1 **What Is Meant by Duties and Responsibilities?** P. 41
The two concepts of duty and responsibility, the similarities and differences between them, how moral rules, laws and the traditions dictate to people their duties
- 2 **Duties and Responsibilities of Parents Towards their Children** P. 47
Parents protecting their children against danger, providing them with advice and guidance concerning life aspects, food, clothing and housing
- 3 **Duties and Responsibilities of Sons and Daughters** P. 53
Exploring our responsibilities and duties as children in the context of the family
- 4 **Moral Rules** P. 59
The positive and negative consequences of complying with moral rules, acting according to ethics of duty and identifying the benefits and limitations of such acting
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Applying the moral imperative rules of respect and appreciation, and explaining the reason for choosing the moral rule that is applied in each position

Unit 2

Making Better Decisions

- 1 Staying Safe at Home and Abroad**
- 2 The Risk of Strangers**
- 3 Ways to Act Upon Exposure to Chase**
- 4 First Aid**
- 5 Studying Crimes**

Unit 3

Trade, Travel and Communications: The Status of the UAE in an Increasingly Globalised and Interconnected World That Is Deeply Affected by the Cultural Exchange

- 1 What Is Globalisation?**
- 2 What Are the Factors That Contributed to the Development of Globalisation?**
- 3 Globalisation and the UAE**
- 4 The Pros and Cons of Globalisation**
- 5 The Individual in the Context of Globalization**.....

Unit 4

Human Needs

- 1** Necessities of Life
- 2** Basic Needs
- 3** Psychological Needs
- 4** The Needs of Self-Realization
- 5** Meeting Human Needs and Conflicts

Unit 5

Digital Challenge

- 1** Digital Sources and Sites
- 2** Electronic Privacy and Safety
- 3** Electronic Abuse
- 4** Intelligent Selection of Information
- 5** Manipulation of Individuals and Their Behaviours

Theme One: Character and Morals

Unit Zero:

(CM 7,9,11 & IC 7,9,11)

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. It also aims to focus on the individual and community responsibility towards public health.

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 | Aspects of Equality amongst People |
| Lesson 4 | Building Positive Relationships |
| Lesson 5 | Assuming Responsibility and Self-Esteem |
| Lesson 6 | Diseases and Social Responsibility |



How should empathy, self-esteem and social responsibility be exercised in the community and the world?

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 can I recognise that someone is upset and how can I make them feel better?

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

How is equity achieved at community level?

Why are positive relationships with our friends and family important?

How is self-esteem bound to assuming responsibility for ourselves and for others?

Is treating and preventing diseases an individual or a social responsibility?

Exploratory Questions

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

2

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. Describe some issues that might arise when studying equality (e.g. the difference between equal opportunities and equal outcomes).
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. Analyse and study the concepts of individual and community responsibility in relation to public health, within the context of a community sports or health center.

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. |
| 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. |
| 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 | Willing to accept different people, as well as different views, beliefs and attitudes. |
| Tolerance | An honorary designation for "People of Determination", 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. |
| Discrimination | The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex. |

Introduction Unit Individual Responsibilities, Duties and Moral Obligations

Lesson 1

Respect is the Basis of Good Treatment

Learning Outcomes:

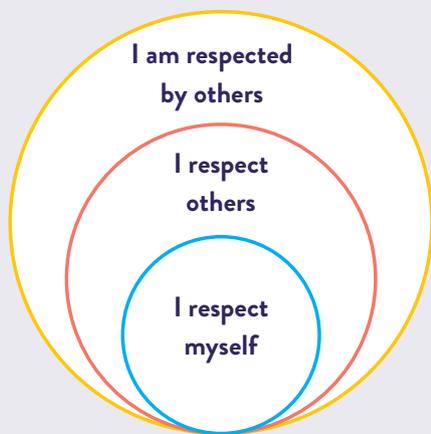
- Explain the key aspects of compassion, respect and tolerance
- Discuss situations where students have shown or failed to show compassion and tolerance towards others
- Identify tolerant individuals or groups and/or those who think they are victims of discrimination
- Understand why self-respect is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

Vocabulary

| | |
|--------------------|-------------------------|
| self-respect | respecting others |
| sympathy | empathy |
| acts of compassion | people of determination |
| tolerance | discrimination |

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 UAE law which provides for the rights of those in the country.

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.



"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."

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

Define in your own words sympathy, empathy and compassion.

| sympathy | empathy | compassion |
|----------|---------|------------|
| | | |
| | | |
| | | |

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.

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

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

Activity 2 (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.

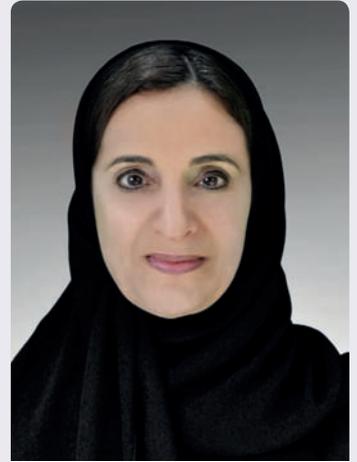
2 Read the following text on the theme of tolerance in the UAE and do the activity below.

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, 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 Anti-Discrimination and Hatred Law
- The opening of the Hedayah Centre
- The opening of the Sawab Centre



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

2016 was declared the 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 of determination, equal opportunities for education within all educational and vocational institutions through regular or special classes if it is required, with the provision of educational curriculum on sign language, Braille or other methods/accommodations as required."

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?

* 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 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:

Beginners: Suggest how the acted scenes show empathy, and give ideas for how to help in each situation.

Advanced students: Perform role-plays of situations that illustrate empathy.

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Activity 4 (10minutes)

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.

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 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.

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



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

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

Let us act compassionately!

5

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 children with special needs 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) |
| 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 2

Benevolence, Sympathy and Generosity

Learning Outcomes:

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

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.

Vocabulary

| | |
|-----------------------|-------------------|
| charity | sympathy |
| empathy | generosity |
| emotive empathy | cognitive empathy |
| compassionate empathy | |

1 A picture is worth a thousand words.

Your teacher is going to put 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.



I would think and feel:

I would need:



I would think and feel:

I would 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.



I would think and feel:

I would need:

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. This is why Sheikh Zayed (may God have mercy upon him) launched this humanitarian initiative for all people with different needs, focusing on health, education and daily life.

His humanitarian work extended to many continents and has helped to ease the suffering of the needy, especially people in war-stricken and poor countries. 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.

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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>).

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

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 | Thank you... |
| 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.



Refugee camp in Sudan

- a. Imagine that you are a child in South Sudan and that UNICEF helped save your life. 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. Consider 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 |

Students create their scenes with their groups and then 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 3

Aspects of Equality Among People.

Learning Outcomes:

- Describe the issues that may arise while studying equality (e.g. discrepancies between equal opportunities and equal outcomes)

Vocabulary

| | |
|----------|----------------------|
| equality | fairness |
| justice | distributive justice |

1 Equality Knowledge Table:

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



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

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.

2 Having learned about equality, let's think about it in terms of opportunities. Compare the situations in the following pictures.

Decide which is fair and which is unfair.



a.



b.

Activity 2 (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 with special needs) to enable them all to achieve all their goals in life. This is true fairness.

Activity 3 (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.

3 Equality 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, triggered by prospects of oil reserves 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 him) started working together.

His Highness Sheikh Zayed met with His Highness Sheikh Rashid (may God have mercy upon him) 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 since his very first day as ruler of Abu Dhabi, the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) 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 industrialised 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 (may God have mercy upon him) 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 (may God have mercy upon him) was fair with himself, his family, his community and with all people. His way of life turned this country into a haven in the region for anyone seeking justice and security.

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

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

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“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”.



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 and read the United Nations Universal Declaration of Human Rights. Then, provide an example of somewhere in the world where this Declaration is upheld.



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.'



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.'



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.

Activity 5 (10 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.

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?



.....
.....
.....

Lesson Objectives

Know 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

| | |
|-------------------------------|---|
| 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. |

Lesson 4

Establishing Positive Relationships

Learning Outcomes:

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

Vocabulary

| | |
|-----------|------------------------|
| happiness | positive relationships |
| wellbeing | positive growth |

In this lesson, we will define wellbeing 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? Do you try to build positive relationships with others? Are you successful?**



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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.

In groups, fill out the following table:

| What makes you feel satisfied and happy at your school? | Parallel feelings | What makes you feel upset and less confident at school? | Parallel feelings |
|---|-------------------|---|-------------------|
| | | | |
| | | | |
| | | | |
| | | | |

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.

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 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.

- 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.

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.

How do you think Mohammed feels?

.....

How can you help Mohammed?

.....

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.

How do you think Jessica feels?

.....

How can you help Jessica?

.....

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.

How do you think Colin feels?

.....

How can you help others?

.....

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 deal with their daily concerns and strengthens the bonds between them. Medical studies show that strong family relationships enhance children's self-confidence and relieve their feelings of concern and anxiety.

Edited

Introduction Unit Lesson 4

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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.

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



a.
.....



b.
.....



c.
.....



d.
.....

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?

.....

.....

Share your opinion with your classmates and listen to their opinions. Take part in the discussion.

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.

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).

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

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. |
| Self-esteem | Confidence in one’s self or abilities, self respect. |

Introduction Unit Equality and Justice as Fairness

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.

1 Assigning responsibility in the classroom.

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

| Main Classroom Tasks | Students Responsible |
|----------------------|----------------------|
| | |
| | |
| | |
| | |
| | |

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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.

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

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



Towards sharing responsibilities!

- 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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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 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: 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: 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.

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.

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!'



- Work in groups. Compare the attitudes of Noha, Sami and their father. With whom do you agree? Why?
- What do you think society would be like if everyone acted like Noha? What would society be like if everyone acted like Sami?

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.



- Explain the importance of self-esteem and how it is related to responsibility towards oneself and others?
- List the factors that undermine self-esteem.
- Look at the picture and analyse how the student is feeling. Find ways to help him to appreciate and feel satisfied with himself.

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 thinking / Black cap: Critical thinking / Green cap: Creative thinking / Blue cap: Comprehensive 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 and experiences 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 assumes 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 discussion.

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 negatively 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 student 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 exchange 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 beliefs:

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, negative or neutral, and may be rational, according to reasons or facts, or irrational, according 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 example: "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."

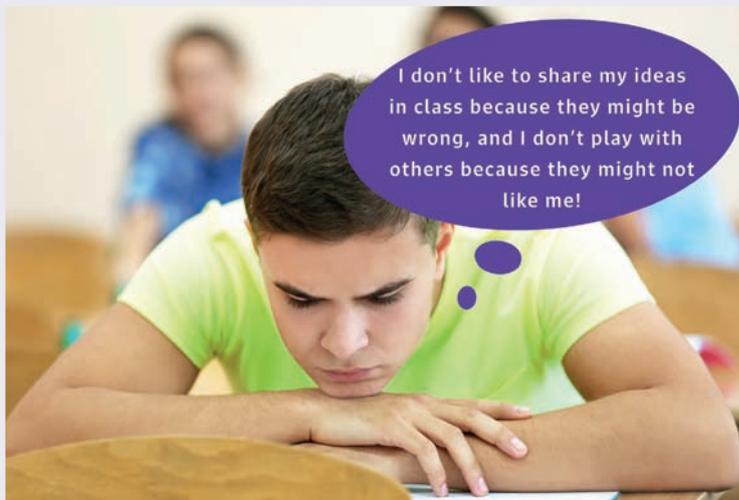
Modifying your thoughts and beliefs: Now replace your negative or inaccurate thoughts with positive and accurate ones.

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



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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."

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.

Differentiated 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

This lesson aims at reviewing some diseases that pose a threat to health at the world level, searching about their causes and how to address their threats. This lesson aims also at focusing on the individual's and society's responsibility for public health.

Required Materials

- Small labels
- Big cardboard
- Computers

Learning Outcomes:

Analyse and consider the concepts of individual and collective responsibility in relation to health within the context of a community-based project or resource.

| | |
|------------------------------|---|
| Contagious Diseases | Diseases transmitted by different carriers (by touch, by air, ...) From one body to another. |
| Awareness | Know what things are, their causes and their consequences. |
| Prevention | Protection against diseases, especially infectious diseases. |
| Malaria | A deadly disease caused by parasites transmitted by infection among humans through insect bites. |
| Malnutrition | The term refers to insufficient, excessive or unbalanced consumption of food leading to different food disorders according to their nutritional components. In other words, malnutrition is the increase or decrease of a meal. |
| Social Responsibility | Is the responsibility of individuals and community groups for benefit of society as a whole, such as protecting citizens, securing their rights and safeguarding the homeland. e.g. Environmental Responsibility is to protect the environment and ensure living in a clean environment - Cultural Responsibility is to spread culture of supporting our homeland and fostering the sense of belonging. |

Introduction Unit The Individual and the Community

Lesson 6

Diseases and Social Responsibility

Learning Outcomes:

- Analyse the concepts of individual and social responsibility in relation to health within the context of community-based resources or projects, such as sports facilities or health centres

Vocabulary

| | |
|-----------------------|---------------------|
| social responsibility | contagious diseases |
| prevention | awareness |
| malnutrition | malaria |

In this lesson, we will learn about diseases that could spread around the world, especially contagious diseases, and identify prevention methods and the causes of outbreaks. We will also look at the efforts of local and international humanitarian institutions and other organisations to prevent these diseases, then discuss their respective roles. We will conclude the lesson by staging a health-related role play for a cultural TV show.

1 What diseases could potentially spread due to the circumstances in the pictures?



Desertification
Potential diseases:



Poverty
Potential diseases:

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Introductory Activity 1 (5 Minutes)

The teacher begins the activity by showing some images of the causes of infectious diseases spread in the world. The students write down, in pairs, their answers on small labels to be glued later on a large cardboard. The teacher posts this cardboard at a visible place in the hall for being reviewed at the end of the class. The teacher encourages the students to create ideas and develop others' ideas.

Possible Answers: 1) Malnutrition; 2) Malaria; 3) Deadly diseases such as Nile virus and Lyme disease; 4) Ebola.

This activity aims to introduce to the students the infectious diseases types and the causes of their spread in the world.



War

Potential Diseases:



Pollution and Population Growth

Potential Diseases:

2 What can we do to prevent contagious diseases? Read this article, then discuss the following point.

Contagious diseases develop when harmful foreign objects enter the human body: bacteria, viruses, fungi or parasites. These objects are transmitted from infected people, animals, food or through exposure to any environmental agents that are contaminated with these objects, causing diseases.

Symptoms of these diseases include high body temperature, loss of appetite, nausea, and pain. The symptoms vary depending on the type of infection, the affected organ and the severity of the infection. Treatment of these diseases also varies, according to how severe the individual case is. Infection may occur directly: for example, when there is contact with an infected person or animal, or through body fluids transmitted by coughing or sneezing. It may also occur indirectly: for example, by eating contaminated food, or by being exposed to contaminants such as mosquitoes, fleas and lice.

How would you reduce the risk of infection? Some of the most important measures include:

- Hand washing: Especially before eating, after contact with infected people or after using the toilet.
- Getting vaccinated: Vaccines to prevent many contagious diseases are available. Getting vaccinated is very important, especially for children and the elderly.
- Maintaining hygiene in the kitchen: Especially when preparing food. Also, by making sure no uncooked food is left for a long time at an inappropriate temperature.

Activity 2 (15 Minutes)

The activity always begins by reading the text out loud or silently, as deemed appropriate by the teacher. Then, the teacher asks the question and the students answer in pairs.

If technology is available: The teacher divides the students into pairs, then asks them to search the Internet for symptoms, severity, prevention and causes of some infectious diseases.

If technology is not available: The teacher asks the students to look for the necessary information as an assignment, or gives them information and pictures previously collected. Students will then conclude the necessary information for presentation in the class.

Exercise A: This activity aims to introduce infectious diseases, their severity and how to limit their spread. Students complete the search for three global infectious diseases, determine how dangerous they are, how to be prevented from them, causes of their spread and their symptoms. Then, students displays their research in a table.

Activity 2 (continued)

Expected Answers: See the table below.

- Research global contagious diseases, then compare two of them by symptoms, severity, causes of spread and prevention and treatment methods.

| | | |
|-------------------|-------|-------|
| The disease | ..... | ..... |
| The symptoms | ..... | ..... |
| The severity | ..... | ..... |
| Causes of spread | ..... | ..... |
| Prevention method | ..... | ..... |
| Treatment method | ..... | ..... |

Activity 3 (15 Minutes)

The students read the text out loud or silently, according to what the teacher feels is appropriate.

A- Open-ended questions: The teacher encourages discussion by asking the questions: 'What is your opinion about works of Zayed Charitable & Humanitarian Foundation?'; 'What are the reasons behind establishment of this Foundation in your opinion?'; 'How was the Foundation established?'; 'What will happen if the Foundation is closed and its works are terminated?'; 'Is there another alternative that could replace it?'; 'What makes you think that Zayed Charitable & Humanitarian Foundation affects people lives in different parts of the world?'; 'What are the questions you can ask about the Foundation's projects?'

Then the teacher asks the students: 'Write a letter to thank those responsible for Zayed Centre Project, explaining its impact on your life and health in particular.'

Students write the letters individually or in groups, according to the teacher, then some of which will be selected and read in the class.

3 Let's take a look at the work of the Zayed Foundation - may God have mercy upon him - for humanitarian actions aimed at the prevention of diseases around the world. Read the article, then discuss the following point.

The medical, cultural and humanitarian institutions bearing the name of the late Sheikh Zayed (may God have mercy upon him), around the world are too many to count. Sheikh Zayed (may God have mercy upon him) gave considerable importance to building hospitals and health centres in many countries around the world, as health and education are the main pillars of development in poor countries. The Sheikh Zayed Institute for Pediatric Surgical Innovation (SZI) in Washington is one of the world's leading medical institutions, and was established by a grant of \$150 million from the Abu Dhabi Government to commemorate the memory of the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him). Among the health projects established by the Zayed Charitable & Humanitarian Foundation are the Zayed Hospital in Moroni, the capital of Comoros, the Sheikh Zayed Hospital for Motherhood and Childhood in Sana'a, Yemen, the Zayed Hospital for Motherhood and Childhood in Kabul, Afghanistan, and the Sheikh Zayed Hospital in Nouakchott, Mauritania, which is considered to be one of the landmarks of the capital. In Gambia, the Foundation established a centre for the prevention of sight loss, in 2007 under the name of the Zayed Regional Eye Care Centre. This is the most important project of its kind in the developing world. In addition to that, the Zayed Foundation has established the Sheikh Zayed Children Welfare Centre in Kenya and the Sheikh Zayed Hospital in Cairo, which represents the UAE's social commitment to Egypt. In 2016, the most recent hospital named after Sheikh Zayed was opened in the city of Vushtrri in Kosovo.

The late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) is an eternal symbol of giving and humanitarian actions in the world, which have contributed to alleviating the suffering of many people on a global scale.

| | | | |
|--------------------------|--|---|--|
| The disease | Lesson | Malaria | Ebola Virus Disease |
| The symptoms | Including high body temperature, severe runny nose, dry cough, rash, among others. | Including tremor, fever, sweating, headache, nausea, vomiting, among others. | Including debilitating fever, muscle aches, headaches, inflammations, vomiting and diarrhoea, skin rash, kidney and liver dysfunction, among others. |
| The severity | A severe viral infection in children. | This disease is fatal. | A viral disease that is often fatal. |
| Causes of spread | Through the respiratory system. | Through mosquitos. | Though direct physical contact. |
| Prevention method | For children: A vaccine according to the schedule of basic vaccinations. In the event of an outbreak, children and adults should be given a protective dose of the vaccine. | Beware of mosquito bites through wearing clothes that cover most of body parts. | Non-physical contact with patients even after their death. |

Sheikh Zayed Children Welfare Centre in Kenya

The project includes a commercial complex and a multi-purpose hall to help fundraise for the centre in its continuing mission to assist and educate orphans. The project was completed in 2009

- a. Imagine you are a child suffering from a disease and receiving treatment at one of the Sheikh Zayed Foundation's care centres. Write a thank you letter to the people in charge of the project explaining how it impacted your life, particularly your health.

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4 Read the text about the role of international and UAE organisations in reducing diseases.



The United Nations announced in April 2016 that it would place a special focus on the issue of malnutrition in the period to 2025. It intended to tackle the problem by encouraging political action around the world. The goal is to ensure that all people have access to healthier and more sustainable food.

Activity 4 (15 Minutes)

Activity 4 aims at defining humanitarian organizations and their areas of operation.

It is preferable to form new groups different from the first activity groups to give space for exchange of information and experience.

Look at the pictures and read their captions.

- Exercise A (5 minutes):

The students learn, in groups, about meaning of the word 'Organization', and some global or Emirati humanitarian organizations, with reference to the importance of these organizations at the humanitarian and societal levels. It is essential that the discussion be based on scientific grounds i.e.:

Defining the term "organisation": It is a body with specific principles and a law regulating its work that aims to achieve them in its area of competence, whether political, syndicalistic, cultural, etc.

Identifying the objectives of humanitarian organizations: Reducing the problems and difficulties that individuals and peoples may face due to force majeure beyond their control and the potentials of their governments.

The ability of such organisations to provide help: Financially (offering funds), politically (imposing sanctions or providing facilities) and scientifically (putting science in the service of communities).

How to help: Through direct help or training local persons. Ways of communicating with such organisations: Through e-mails or direct communication in order to provide services.

Exercise B (5 minutes): (Working in pairs)

If technology is not available: The teacher divides the students into pairs, and asks them to conduct a search on the internet about international and Emirati organisations that combat and reduce infectious diseases, then compare between them.

If technology is not available: The teacher asks the students to look for the necessary information as an assignment, or gives them information and pictures that he collected for use with the topic. Students will then conclude the necessary information for presentation in class.

The required information is available via the following links:

<http://www.who.int/ar/>

<http://www.khalifafoundation.ae/new/>

<http://www.zayed.org.ae/>

Differentiated Learning:

Beginners: Help them in explaining what such systems are and how they work through extracting the information with the pictures.

Advanced Students: Ask them to form a structure for a health organization at the level of the schools in the area, and define their objectives and methods of work.



UNICEF is the world's largest provider of medical aid, including therapeutic supplies. The organisation is always trying to find more efficient ways to deliver aids to remote areas in difficult circumstances and emergencies. UNICEF also supports local production of therapeutic supplies. At both global and national levels, UNICEF is striving to position acute malnutrition as a public health priority, and improve understanding of the scope and scale of the problem.



The Khalifa bin Zayed Al Nahyan Foundation for humanitarian actions was established by virtue of Law No. 20 of 2007, issued by His Highness Sheikh Khalifa bin Zayed Al Nahyan (God save him), President of the UAE. The foundation's strategy is focused on both education and health, locally, regionally and internationally. Its educational strategy includes supporting vocational education projects in the region. As for health, its strategy includes tackling malnutrition, protecting and caring for children, and providing safe water globally.

- a. In your group, discuss the importance of the work of the humanitarian organisations referred to above.
.....
.....
- b. Prepare a presentation on the roles of international and UAE organisations in reducing and treating contagious diseases, and compare these roles. If possible, use an electronic format so you can include photographs and images.
.....
.....

- 5 Carry out research on contagious diseases and the role of the UAE and global humanitarian institutions in addressing them, then prepare a health-related role play for a cultural TV show. The scene should include a presenter, a microbiologist, an active member of an international humanitarian organisation and an active member of a UAE humanitarian organisation. Work with your classmates to devise appropriate questions about malaria, malnutrition, and the role of humanitarian institutions in addressing and delivering solutions.



Activity 5 (10 Minutes)

This activity aims at highlighting the importance of knowledge and the need for awareness to reduce infectious diseases.

The teacher divides the students into pairs. Each group prepares a health-related role play in a cultural TV show in which the presenter discusses a doctor specialized in bacterial diseases. It is essential to pay attention to the quality of questions. The group designs the appropriate decoration for the show, using the simple materials available in the class. Groups will then present their shows one after another, with one student from each group playing the role of the presenter, another plays the role of a specialist in bacterial diseases, the third plays the role of an activist in a global humanitarian organisation, and the fourth plays the role of an activist in an Emirati humanitarian organisation. Students use the information gathered from the search for infectious diseases and the role of UAE and international humanitarian organisations in combating them.

Differentiated Learning:

Beginners: Provide the required support to carry out the activity.

Advanced Students: Give them an opportunity to present various ideas and suggestions.

Focusing on the importance of discussing health-related matters to address the risks of infectious diseases.

The treatment of infectious diseases, the reduction of their risks and the prevention of their spread and aggravation constitute an individual and community responsibility, locally and internationally, in order to provide healthy conditions for leading a healthy life.

Subject 1: Personality and Morals

Unit 1: (CM13) Individual Responsibilities, Duties and Moral Obligations

Unit Objective

The unit aims to introduce students to the morals they should adopt, responsibilities and duties towards others they deal with daily (family members, schoolmates and society in general), in addition to developing their ability to think about and discuss the importance of these duties and responsibilities. It also highlights the necessity of giving every human an equal amount of appreciation and respect, regardless of his origin, gender, colour, nationality and religion. This unit introduces students to moral duties, which are different from moral virtues.

Unit Description

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

Unit 1 Individual Moral Responsibilities, Duties and Obligations

- Lesson 1** What is Meant by Duties and Responsibilities?
- Lesson 2** Duties and Responsibilities of Parents Towards their Children
- Lesson 3** Duties and Responsibilities of Sons and Daughters
- Lesson 4** Moral Rules
- Lesson 5** Moral Rules Govern Behaviour



What are individual
responsibilities, duties and
moral obligations?

The Central Question

It is the question around which all the lessons are centred, and about which students should think throughout the unit. By the completion of the unit the students will have understood the targeted concepts underpinned by the central question.

What is meant by duties and responsibilities?

What are the duties and responsibilities of parents towards their children?

What are my duties and responsibilities?

Which moral values should your children be taught?

How are moral rules applied?



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Exploratory Questions

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

Learning Outcomes – Unit 1

CM13 - Individual Responsibilities, Duties and Moral Obligations

1. Demonstrate ability to speak in front of others about their responsibilities and duties towards their classmates.
2. Demonstrate awareness' of their responsibilities and duties within their family in daily life and the ability to discuss these.
3. Describe some of the moral rules and explaining their significance in the community life, and the reasons behind the necessity of committing to them, such as: stealing is wrong because..., lying is wrong because..., keeping promises is right because...
4. Reflect on "doing what is right", and applying one moral rule or more that has been discussed in the unit.

Objective of the Lesson:

Define the concepts of duty and responsibility and, the similarities and differences between them. How moral rules, law and traditions compel a person to fulfil his duties and shoulder responsibility, especially at school and among classmates.

Learning Outcomes:

Discuss with conviction their duties and responsibilities towards their classmates.

Responsibility

Fulfil a required action optimally and on time.

Duties

The behaviour an individual shall commit to, and his actions according to his belief in the necessity of its application for society.

Unit 1 Individual Moral Responsibilities, Duties and Obligations**Lesson 1****What Is Meant by Duties and Responsibilities?****Learning Outcomes:**

- Discuss responsibilities and duties towards their classmates.

Vocabulary

responsibility

duties

1 Look at the pictures. In your opinion, what are students' rights and duties at school?

1



2



3



4



5



6

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Preliminary Activity (10 minutes)

Consider the images and discuss student duties at school with your classmates. Students are required to study the images in their books and specify the student rights and duties that are represented. Expected answers:

1. The right of having sports grounds at school
2. The right to learn in a clean school
3. The duty of participating in lessons
4. The right to an adequate explanation of lessons, as well as receiving the answer when they enquire about what they have not understood
5. The right of having a library at school
6. The right to feel safe

2 Read about students' duties and responsibilities and then discuss the points that follow.

In order to survive, grow and develop, every community needs legislation and laws that govern relationships among its members. The community might be small, like a family, or large, like a country. In both cases, the laws that govern the community and determine its members' rights and duties usually originate from customs, traditions and general moral principles. They also come from the harmony created among members of a community through a social agreement—also known as a constitution. A constitution is basically a set of rules and laws. It aims to ensure the rights of individuals and determine their duties and responsibilities towards one another, the community they form and the country they live in. Individuals can then serve the greater good and common interest.

In this context, the situation at school is no different. After all, a school is considered a small community that must ensure a good educational framework. Therefore, every school should have internal regulations, usually established by the Ministry of Education or the school administration. The regulations govern the relationships among students, on the one hand, and between students and the school faculty and administration, on the other. This is how the rights and duties of students and the school are defined.

- a. Write three examples about the relationship between the school and the students.
- b. What are the duties and responsibilities that make you a responsible and productive citizen?

In class, it is the students' duty and responsibility to adopt certain behaviours that ensure the good framework of the educational process. These behaviours govern their relationships with their colleagues and their teachers. Students' awareness of their duties and responsibilities towards their classmates and more generally while on school grounds is the cornerstone of mutual support and interdependence in their relationships with one another. It also creates a warm, familiar atmosphere. Indeed, it is considered a key factor in preparing them to become responsible citizens and productive individuals after finishing their academic journey, and entering the community at large.

Activity 2 (20 minutes)

Student duties and responsibilities.

After reading the text silently, students work in pairs to answer the questions, then discuss the student-school relationship. The teacher focuses on the following idea: Nobody shall neglect the importance of school, as it is not merely a place where children spend several hours before returning home to live their normal life; rather, it is the place where they find their friends outside the family domain, and it is also the place where they will exercise their educational, social and athletic prowess. School for children is the core of their lives and their time should be invested in the best and most productive way.

The teacher then helps the students to understand what is meant by student duties and responsibilities, giving specific examples and the reasons for their importance.

- a. Examples of school duties and responsibilities:

Students have the right to receive an education at school, and it is the school's duty to provide it to them.

It is the school's right to impose rules, and the students' duty to apply them.

- b. Some of the responsibilities that lead to success:

Respecting the law, respecting others, perseverance with studies, engagement, time commitment.

Differentiated Learning:

Beginners: Ask the students to specify student rights and school duties in their school.

Activity 3 (20 minutes)

After reading the text silently or aloud, the teacher works on helping the students to understand.

- a. The teacher asks students to work in pairs and answer the asked questions.

The answer is as follows:

Influential ethical behaviour is the behaviour of the individual and has a good echo in society. The reason for one to adopt this type of behaviour is to take responsibility for himself and for society and to behave ethically.

Public morals form in the life of various societies a pillar of individual stability in their homelands and places of residence.

Public morals also create, if it is a priority of individuals in societies, a new generation with all elements of continuity and success.

- b. The teacher allows students to express their ideas freely and to report on their experiences. He asked students to share a duty they performed contributing to the promotion of the idea of right and duty. This duty may be as follows:

Right to learn, respecting time and arriving at school on time.

The right to be treated favourably and observing good morals.

3 Read about the right to learn and committing to duties and then discuss the points that follow.

Access to education is one of the most important characteristics of a developed country. In fact, educational standards are taken into account when measuring a country's level of development. Measuring education standards involves assessing the number of educated people, their education levels and the quality of the education. Standards to measure the quality of education include students' rights during their academic journey. Students' rights include receiving training in dealing with real-life situations and having public rights in their country. In addition, students' duties involve committing to a set of morals and behaviours that they should follow in life, in terms of respect for the law and dealing with others responsibly and tactfully.

Similar to countries, academic institutions grant their students basic rights and ask them to accomplish general school-related duties. Rights that students benefit from in academic institutions include: the preservation of dignity; freedom from insults or discrimination based on their religion, gender, race or family background; participation in

the educational process; freedom to express their thoughts and feelings; access to educational materials that meet quality standards; and freedom to ask about certain details that they do not fully understand during classes.

Duties that students must abide by include: committing to daily attendance during school hours; providing an explanation when absent; knowing which lessons they missed and making up for them; and committing to upholding general morals at school with teachers and classmates alike. Also, students must look after school property and the tools used by the class, and commit to bringing their own tools and attending exams. As well as these general rights and duties, each school or institution may have its own regulations based on its own academic system.

- a. Work with your classmate to explain why you follow the moral ethics in the community.
- b. From your experience, describe a duty that your school has assigned you. Did this help clarify the concepts of rights and duties for you?



- 4** Through its educational vision and mission, the UAE Ministry of Education seeks to build and manage an innovative educational system in order to create a knowledge community with global competitiveness. With this in mind, it recently set a strategic plan to be fulfilled between 2017 and 2021. Read about the goals of this plan, and then discuss the points that follow.

Strategic goals of the Ministry of Education:

1. Ensure inclusive quality education including pre-school education.
2. Achieve excellent leadership and educational efficiency.
3. Ensure quality, efficiency and good governance of educational and institutional performance, including the delivery of teaching.
4. Ensure safe, conducive and challenging learning environments.
5. Attract and prepare students to enroll in higher education internally and externally, in light of labor market needs.
6. Strengthen the capacity for scientific research and innovation in accordance with the quality, efficiency and transparency standards.
7. Provision of quality, efficient and transparent administrative services, in accordance with the quality, efficiency and transparency standards.
8. Establish a culture of innovation in an institutional working environment.

- a. Write about the rights and responsibilities that you have to follow as a citizen of the UAE.
- b. Write a report on the elements of the safe environment in your school. Suggest some improvements to create a safer environment.



Unit 1 Lesson 1 44

Activity 4 (20 minutes)

A strategic plan to be designed to span the time of 2017–21

After silently reading the text, the teacher clarifies any misunderstandings, and then the students identify the objectives and importance of this strategic plan, and its benefit for students.

- a. The teacher helps students evaluate the benefits of this plan and what it offers them.

Suggested replies:

It is the duty of the student in the UAE, whether a local or a resident to use this strategic plan.

And to be responsible of being present daily at school without any absence, to fulfill all the requirements needed.

This way, the students will appreciate the competencies and quality of education provided, and the necessity of using them to qualify for admission to higher education institutes in the state and abroad.

This activity aims to provoke the students to think about what they have and appreciate it, as well as pay attention to what they lack and learn to demand it.

- b. Students work in groups to list the safe and unsafe environments within their school and the reasons for thinking so. Students may approach the administration with the teachers assistance with a request that the administration address their concerns in regards to the unsafe environment. Safe environment factors include, but not limited to: Guarding, cleaning, organizing, etc. Together, the students may offer to help the with the school improvement.

Activity 5 (15 minutes)**Students in Japan An exciting experience that merits attention!**

Students read the text, discuss the parts related to students' experience in Japan and express their opinions. The teacher takes all opinions into account, then:

- a. Asks students to work in pairs and answer the question related to the school's position.

The right answer is that the school is considered a home for students in Japan, as they pay attention to its cleanliness, respect its system, co-operate in preparing food and presenting it, and feeding the animals.

- b. With the same pairings, the teacher asks students to analyse the reasons that prompt Japanese students to undertake self-evaluation at the end of every school day. Consider the importance of criticism and self-criticism in the development of the individual and society.

The teacher helps students to conclude that self-assessment and self-criticism help improve performance. It makes one see his actions with an abstract eye and ponders how to improve performance to reach a higher level of responsibility.

- c. The entire class organises a cleaning week at school. The teacher will have permission from the school's administration first, or the cleaning week can be organised during holiday time. Students do the following:

- A campaign (posters for the school)
- Make sure waste bins are present all round the school
- Invite all school students to take part in the cleaning campaign
- Carry out a comprehensive cleaning campaign for the school and its facilities
- Finally, at the end of the campaign, pledge to maintain the school's cleanliness.

Follow up the campaign later in the year.

3 Read about the right to learn and committing to duties and then discuss the points that follow.

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the educational process; freedom to express their thoughts and feelings; access to educational materials that meet quality standards; and freedom to ask about certain details that they do not fully understand during classes.

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- a. Work with your classmate to explain why you follow the moral ethics in the community.
- b. From your experience, describe a duty that your school has assigned you. Did this help clarify the concepts of rights and duties for you?



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Differentiated Learning:

Beginners: During the exercise:

- a. Beginners: work with other students
- b. The teacher asks them to note down the task they would do in their own school from Japanese students' tasks
- c. Beginners: draw the campaign posters

- 4** Through its educational vision and mission, the UAE Ministry of Education seeks to build and manage an innovative educational system in order to create a knowledge community with global competitiveness. With this in mind, it recently set a strategic plan to be fulfilled between 2017 and 2021. Read about the goals of this plan, and then discuss the points that follow.

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6. Strengthen the capacity for scientific research and innovation in accordance with the quality, efficiency and transparency standards.
7. Provision of quality, efficient and transparent administrative services, in accordance with the quality, efficiency and transparency standards.
8. Establish a culture of innovation in an institutional working environment.

- a. Write about the rights and responsibilities that you have to follow as a citizen of the UAE.
- b. Write a report on the elements of the safe environment in your school. Suggest some improvements to create a safer environment.

Activity 6 (5 minutes)

The students are placed in pairs and are to write their answers in their notebooks.

The teacher helps the students to specify some of responsibilities and duties of:

Caretaker: Maintaining the safety of students and protecting school property

Nurse: Taking care of students' health

Headmaster: Managing the school, and communicating with the students, teachers and families

Bus driver: Driving carefully, paying attention to students, not driving at excessive speeds



Lesson Objective

Clarifying the duties and responsibilities of parents towards their children (providing them with food, clothes and shelter; protecting them against risks, preserving their lives; providing them with advice and guidance concerning life and education).

Identifying parents' responsibilities for any harm caused by their child to the properties of others and in case the child violates the laws (make sure these examples are appropriate within the local context). Duties and responsibilities of parents towards their children vary from one state to another.

Learning Outcomes:

Explain the duties and responsibilities of parents towards their children within the context of everyday life, and demonstrating skills while discussing this.

The role

The sum of rights and responsibilities required by the individual's position within a group or a community.

Family Tree

The family tree is a chart clarifying kinship relations between family members.

Introductory Activity 1 (10 minutes)

State some of the qualities of the ideal father that can be deduced from the word of the late Sheikh Zayed Bin Sultan.

The teacher reads the word of the late Sheikh Zayed from the student book and then asks the students about the qualities of an ideal father as deduced from the quote.

The teacher encourages students to reflect on the idea that the father looks after his family in the same way that a leader looks after his people. **He observes and looks after his family the same way he looks after society and home. Observation here means that the father is aware of his children's behaviours; reminds them of laws when they violate them, and the need to respect them; or receive punishment.**

Unit 1 Individual Moral Responsibilities, Duties and Obligations

Lesson 2

Duties and Responsibilities of Parents towards their Children

Learning Outcomes:

- Demonstrate their awareness of daily responsibilities and duties in their family.

Vocabulary

the role

family tree

- 1 Identify some of the qualities of an ideal father from the words of the late Sheikh Zayed bin Sultan (may God have mercy upon him).

A real leader is one who takes care of, observes, follows up with, and asks about his people as if they are his family members.



Sheikh Zayed (may God have mercy upon him), with children

- 2 Read the text about family and then discuss the points that follow.

The family is the pillar of society. Indeed, the way family members are raised is essential to building a generation capable of successfully withstanding all the difficulties of life. Therefore, parents should be keen on taking care of their children and promoting their self-confidence and the ability to assume responsibility. They should take an interest in everything they face, at home or out in the world, listening to them and discussing different matters with them. Parents should also guide their children to respect the common social customs and other people's rights, abide by moral values and respect our customs and traditions, all for the good of the family and society equally.

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Activity 2 (20 minutes)

'Family', reading text.

After the students silently read the text, the teacher defines the concept of family and the duties incumbent on family members.

- a. The teacher asks students to think about their upbringing and give examples of great parenting. The values and skills of good communication, trust, respect, providing good education could all be incorporated into their answers.
- b. Students talk about their hobbies or the hobbies of family members. Explain to the class how their family supports them in practicing their hobbies. The answer may be that he receives material and moral support, including encouragement, participation, appreciation and motivation.

Differentiated Learning:

Beginners:

Exercise A: The teacher asks students about the financial support provided by the family. Expected answers: Pocket money, household expenses, food and clothes.

Exercise B: The students recount an incident and advanced students act it out.

- a. Give examples that show a proper upbringing in action.
- b. Name a hobby that you or one of your family members practice. Share with your classmates how your parents encourage you to practice it.

3 The United Arab Emirates signed the United Nations Convention on the Rights of the Child, which was concluded on 20 November 1989. The table below shows some of the important articles in this Convention. Read the table and then answer the questions that follow.

- a. Identify the parties responsible for meeting children's rights stated in the table and write them in the second column.

| | Numbered articles in the Convention | The parties responsible for meeting such rights | The responsibility |
|---|---|---|--------------------|
| 1 | 24. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. | | |
| 2 | 28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. | | |
| 3 | 12. You have the right to give your opinion, and for adults to listen and take it seriously. | | |
| 4 | 13. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. | | |

Activity 3 (20 minutes)

The United Nations Convention on the Rights of the Child.

The teacher discusses **the meaning and importance of this Convention** and then asks students to complete the following exercise:

1. Home and State – tangible, basic needs
2. Home, School and State – tangible, education
3. Home and Friends – intangible, education
4. Home and Friends – intangible, education
5. Home, School and State – tangible and intangible, basic needs
6. Home, the State – intangible, basic needs
7. Home, School, State – tangible and intangible, basic needs

c. The teacher asks students to **form pairs**. Each pair will write what they believe are the objectives of the organisations responsible for taking care of children and the reasons for their inception. The objectives could be: Looking after orphans, the poor, war and disaster victims, securing housing, clothing, food and decent living.

The reasons for inception could be: Poverty, wars, natural disasters, loss of family, injustice.

| | | | |
|---|--|--|--|
| 5 | 39. You have the right to help if you've been hurt, neglected or badly treated. | | |
| 6 | 42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too. | | |
| 7 | 2. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor. | | |



Playing and learning are two important children rights

- b.** Evaluate and then select the most appropriate responsibility for each item (meeting essential needs, moral support, education) and write it in the third column.
- c.** With your classmates, discuss the goals of UAE organisations concerned with the Child Protection Law and the reasons for its inception.

4 How does the UAE protect children? And what is the "Wadeema" Child Protection Law?

Read about this law, and then discuss the points that follow.

UAE society welcomed the State's efforts to provide full protection for children, through the declaration of the "Wadeema" Child Protection Law. It was named in memory of the eight-year-old girl Wadeema, who was killed by her father in 2012 in a crime that shook UAE society.

His Highness Sheikh Khalifa bin Zayed Al Nahayan (God Save Him), President of the UAE, declared this Federal Law on 8 March 2016 and it entered into force on June 15th 2016. It highlights the UAE's role in preserving children's rights to live, survive and develop, and in providing all the opportunities required to help achieve this objective. It also protects the child from negligence, exploitation and abuse.

In this context, it is worth mentioning that the law uses the term "best interest" in taking measures to protect the child.

Wadeema's Child Protection Law addresses both aspects of preventing and resolving. The preventive aspect is represented by sending warning messages and holding private organisations responsible for child protection as stated in Article 29: "Telecommunications companies and Internet service providers shall notify the competent authorities or the concerned entities of any child-inappropriate materials being circulated through the Internet." And in Article 56, which states: "that the competent authorities and concerned entities shall coordinate with the Ministry of Social Affairs to determine the standards and engineering specifications related to construction laws and safety and security conditions that protect children from any type of harm, in order to reduce risk of children falling off of house balconies."



- Analyse the meaning of "best interest", and clarify the services provided under this term.
- Name some family activities that make you feel safe.

Activity 4 (15 minutes)

How does the UAE protect children and what is the 'Wadeema' Child Protection Law?

Begin by asking students if they have heard of the young girl, Wadeema, then engage them in a discussion about what they currently aware of.

Ask them to silently read the text.

Question the students: What is the meaning of 'best interest'? What services are provided for under this term, motivating them to think about the most important interests in society that require to be pressed over all.

We would like students to state that the term refers to the most favoured interest, namely the interests of the child. The term means preserving children's rights to live, survive and develop and providing all the opportunities required to facilitate achieving these objectives. It also protects the child from all sorts of negligence, exploitation and abuse.

- The students compare family activities that make them feel safe.

The answers could be:

Parents' care for their children.

Joy and happiness at home.

Permanent presence of parents.

Moral support to children

and so on.

Activity 5 (10 minutes)

- a. The students compare the personality of the father in the story and the father's qualities according to the word of late Sheikh Zayed—may God have mercy upon him, Students conclude that an ideal father is the one who is close to and cares about his family members and shares their daily life. The teacher asks students to write down these beliefs in their own words in their books, giving examples of Sheikh Zayed's behaviour as a father to all his countrymen. Including:
- Protecting them
 - Securing their education
 - Securing health protection
 - Protecting environment through landscaping and cleaning and so on.

5 Read the following text by a woman about her late father. And then discuss the points that follow.

As well as being a loyal patriot until his last day, my father was a great parent. He was caring, loving and good-hearted. He loved his family greatly and looked at boys and girls equally. He used to gather us and discuss different life-related topics with us. He often took our opinions, despite him being highly cultured and experienced in life matters, encouraged us to abide by the basics of morality, such as honesty and loyalty, and raised us on the values of love for the family, the country and loyalty at work. He was socially active and had a zest for life. He was also very generous towards others. He stood by them in their moments of joy and sadness and earned their love and respect. He was a great teacher, a great role model and will always be alive in our hearts.

- a. Consider the father's behaviour in this story. How does it compare with what Sheikh Zayed (may God have mercy upon him) did as an ideal father?

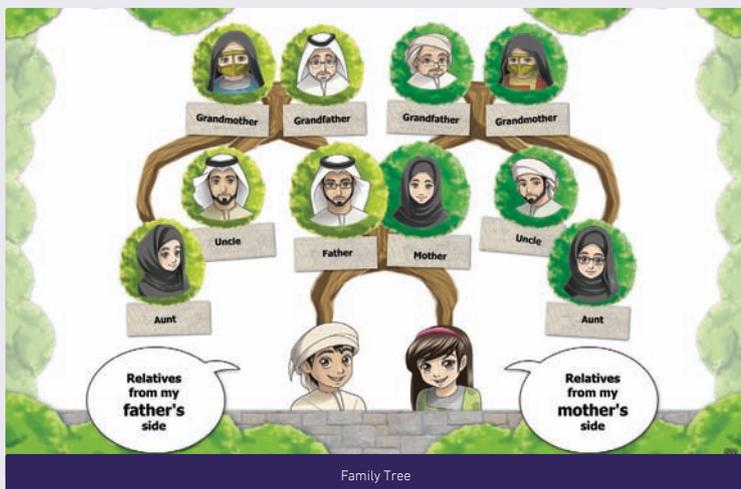
6 Read the following text about family structure and family trees. Then answer the questions that follow

A family is a group of individuals related to each other by kinship and blood.

Families come in different forms, including:

- The nuclear family: includes the parents and their children (if they have any).
- The extended family: includes grandparents, uncles and aunts, and can extend to three generations.
- Single-parent family: a family that has lost one of the parents, either through death or divorce.
- Joint family: a family that has multiple marriages and half-brothers and sisters.

For generations, families have drawn trees that represent their members and illustrate their origins and kinship. The family tree goes from top to bottom, from the oldest to the youngest.



- a. Look at the family tree example and then draw your own family tree.
- b. Compare the characteristics of life within a nuclear family and an extended family.

Activity 6 (10 minutes)

Family Tree.

The students read about family structures and types. Conduct a discussion and give examples.

After that, the teacher asks students to carry out exercise "a" at home with the help of family.

The teacher concludes that families have different structures, as explained in the text. Inform students that drawing a family tree is an interesting tool to help them understand their heritage.

- b. The teacher asks students about the difference between core and extended families. You can use the text. The teacher then motivates students to answer the question through asking some questions such as:

How does each family members in core and extended families deal with each other?

When does both families meet?

What are the responsibilities of each family?

Lesson Objective

Students explore their responsibilities and duties in their families.

Learning Outcomes:

Demonstrate their awareness of their daily responsibilities and duties in their family

Kindness to parents

Maximum level of empathy, obedience and loyalty to parents

Dependency

Financial support and aid

Preliminary activity 1 (10 minutes)

Children's responsibilities and duties towards their parents. Discuss this topic in class.

Students list what they consider as duties and responsibilities towards their parents in terms of life at home, school and the wider community. It is their duty, for example, to follow the rules established by their parents to regulate their life at home and ensure stability and good relations between family members. It is also their duty to make their best efforts at school and to preserve the dignity of the family wherever they are whether at home or outside the home.

Unit 1 Individual Moral Responsibilities, Duties and Obligations

Lesson 3

Duties and Responsibilities of Sons and Daughters

Learning Outcomes:

- Demonstrate awareness of their daily responsibilities and duties in their family.

Vocabulary

kindness to parents

dependency

1 Children's responsibilities and duties towards their parents start at home, but do they end there? Discuss this topic in class.

2 Read the text about parents' rights and children's duties, and discuss the points that follow

Children have important duties towards the parents who raised them, cared for them and supported them financially. Parents spend long days and nights taking care of their children, putting their children's needs even before their own. They also work hard, doing everything they can to provide a decent life for their children. They give their children all the support they need to fulfill their wishes and needs. Therefore, it is the duty of children to be kind to their parents and to fulfill their obligations towards them.

The most important obligations of children towards their parents include:

- Respecting their parents' opinions and discussing controversial issues with them
- Being kind to them and never scolding them
- Listening to them and answering their questions

Activity 2 (20 minutes)

The text is on the rights of parents and duties of children.

After reading the text silently or aloud, the teacher helps students understand **the definition of the rights of parents and duties of children.**

- The teacher asks some of the students to narrate a story about a sacrifice made by their parents that made them feel safe and grateful.
- The teacher asks a student to tell their classmates about a situation in which they disagreed with their parents, and to explain their opinion and behaviour in this situation. Then, the teacher discusses this situation with the rest of the class. The teacher asks other students to repeat the experiment as time permits.

- Accepting their requests and trying to make them happy
- Getting close to them, seeking their love and never making them feel indebted
- Show kindness to them even after their death

- a. Think of a time when your parents made an important sacrifice for you.
- b. Write a story about something you have done to show your appreciation for your parents. Then present it to the class.



3 Is it your responsibility to help your parents by doing chores at home? Discuss with your classmates. Then match the skills with the tasks in the table below.

| Tasks | Physical and Psychological Skills |
|---|---|
| 1. Washing the dishes | a. Mastering delicate hand movements |
| 2. Setting the table | b. Understanding scientific concepts |
| 3. Helping with the shopping | c. Awareness of the cost of goods |
| 4. Keeping track of household spending | d. Switching from one activity to another |
| 5. Helping younger siblings with their homework | e. Developing environmental awareness |
| 6. Preparing desserts | f. Understanding the meaning of waste |
| 7. Repairing domestic appliances | g. Practising calculation |
| 8. Sorting waste for recycling | h. Arranging administration |
| 9. Making a list of missing items | i. Understanding household budgeting |
| | j. Housekeeping |
| | k. Learning habits |
| | l. Helping and benefiting others |

Activity 3 (20 minutes)

The teacher asks the students to form **pairs** and discuss the reasons why the responsibility of helping with domestic chores is not obligatory. Then have them write them down on a paper before performing the following link activity. Work can be linked to more than one skill.

1. a - j
2. d - k - j
3. c - e - g - i
4. c - e - g - i - h
5. b - l
6. a - d
7. a
8. e - j
9. j



Helping family

4 Read this extract from the book *The Birth of a Historical Leader*. Then discuss the points that follow.

The late Sheikh Zayed bin Sultan (may God have mercy upon him) grew up under the care of good parents. They raised him on the solid teachings and principles of their tribal surroundings.

Sheikh Zayed, like other children of his generation, received his education from a teacher at a small Al- Katateeb school, which taught children to read the Holy Quran and the principles of religion and morality, as well as some basic mathematics. The principles that Sheikh Zayed (may God have mercy upon him) was raised on, both at home and at school, had a strong and direct impact on his personality throughout his life. This was apparent to anyone who listened to his speeches and statements.

Growing up, he received the rest of his education by attending daily meetings headed by his father, the leader of the Emirate of Abu Dhabi. His father was a strong ruler with many good qualities, such as tolerance, good manners and close ties with his people. His people loved him and were faithful to him. Sheikh Zayed (may God have mercy upon him) was very close to his father, and he always attended his meetings and discussions with tribal leaders and the people - hearing, analysing and memorising everything. He learned a lot from his father, particularly the importance of having love for his people - showing them kindness and generosity, and adhering to the traditions and customs he was raised on.

Sheikh Zayed (may God have mercy upon him) was eight years old when his father passed away. The personality of Sheikh Zayed was significantly impacted by his mother, Sheikha Salama, since he was close to her and influenced by her guidance, gaining a lot of her character and ethics, which instilled into him love of the people and charity to the poor and needy.

These qualities were established in the personality of Sheikh Zayed (may God have mercy upon him) and instilled in him by his parents until they became an integral part of his qualities for which he was so renowned.



The late Sheikh Zayed bin Sultan (may God have mercy upon him)

- Work in groups. List the obligations that Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) fulfilled towards his family during his early life. Think about the national achievements of Sheikh Zayed (may God have mercy upon him). Did he follow the same principles in dealing with his people?
- The previous text showed how strong family and tribal ties can develop a sense of duty and responsibility. With your group, research the possible reasons those bonds can become weaker. Offer suggestions on how to strengthen those bonds.

Activity 4 (20 minutes)

- The teacher divides students into groups. A student in each group reads the text aloud, while others write down some quotes from the text that help them answer the question.

“The late Sheikh Zayed—may God have mercy upon him—acquired the virtues and teachings of his father, in terms of adherence to traditions and how to treat others, which is every father’s dream. **His father’s meetings were like a school for him. He attended his father’s talks with tribal leaders and with his people, analysing and kept in mind everything he heard.** The late Sheikh Zayed—may God have mercy upon him—also held himself together when his father passed away, and served as an example of a good child by staying **close to his mother, listening to her and being influenced by her guidance. He also acquired many of her habits and ethics, which established in him a love for people and kindness to the poor and the needy in particular.**

The late Sheikh Zayed—may God have mercy upon him—transformed this heritage he acquired into the huge works he carried out in Abu Dhabi in terms of promoting growth, development, education, culture, charity to the poor and working to meet the basic needs of the citizens and provide them with security and peace.

- The environment that helps parents support their children and strengthens ties among family members helps develop a sense of responsibility and duty. Today, however, family members do not spend enough time together because of **the pace of life, use of electronic devices that limit direct communication among family members and tendency to perform individual activities rather than group activities.**

Students may **suggest that electronic devices should be switched off for a certain period of the day, or at least kept aside, to stimulate family communication and encourage family activities.**

Activity 5 (20 minutes)

- a. Students read the story silently, then each of them explain why Zhao did not put his father in a nursing home for the elderly. **Zhao has a great sense of duty, so we see how he did not even think for a moment to be ungrateful to his father, especially since he offered everything he has so his father can recover.**

The teacher asks the students about their opinions if “Zhao” put his father in the nursing home. The teacher expects some answers, including that the parent will receive the health care necessary for his age and status, but he may lose tenderness of his son. The teacher accepts students' views and instructs that sons have to take responsibility for parents when they become aged.

- b. Student research about homes for seniors in the UAE and write about the UAE took care of the elderly in the country.

The replies can be:

UAE takes care of the elderly people in terms of home care and securing their needs. The teacher directs the students to carry out this exercise through searching either by visiting a nursing home or via the web.

5 Read the text. Then answer the questions that follow.

When Zhao, a Chinese student, was a young boy, he was struck with polio, a disease that if left untreated causes paralysis of the legs. As a result, he was unable to walk.

Throughout this ordeal, his father, a single parent, cared for him, taking him by bicycle from one doctor to another.

Eventually, Zhao was cured. Later in life, just as he was about to start university, his father contracted a mysterious illness that paralysed him.

Faced with that situation, Zhao had a difficult decision to make. He needed to take care of his father, but he had to go to university. So what should he do?

For Zhao, the only solution was to bring his father to stay with him in the university dormitories. That way he could take care of his father and pay back what he owed him in life, with care, patience and tenderness. And that's what he did. While the other first-year students were arriving at university with excitement and anticipation of a new life and new friends, Zhao divided his time between cooking, feeding his father, fulfilling his daily needs, studying and preparing for exams. He also had to find a part-time job to support himself and his father.

- a. Why didn't Zhao put his father into a nursing home? And what would you think if he had done that?
- b. How does the UAE take care of elderly people with home care benefit?

Lesson Objective

Introducing the students to the ethics of duty and the individual and societal benefits of applying them.

Required Materials

- Small papers to set roles, large display papers, pens, a recorded video
- Card or paper posters, large pictures of heritage and tourist attractions in the UAE
- Documentaries on heritage and historical places

Learning Outcomes:

1. Name and classify some moral rules, such as: stealing is wrong, lying is wrong, keeping promises is right.
2. Reflect on “doing what is right”, and apply one moral rule or more that has been discussed in the unit. Justify how disobeying an order could be acceptable when the order implies discrimination against another person.

| | |
|---------------------|---|
| Moral Rules | A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying |
| Ethics | Ethics or morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society. We all live within a society that needs to be regulated by a set of defined rules in order to remain strong and sound |
| Moral Values | The beliefs we maintain concerning rightful behaviour. It is worth mentioning that culture is a source of standards, rules, means, goals and preferred forms of behaviour. It varies because of the multiplicity of its sources, orientation and goals |
| Moral Duty | The individual's sense of duty towards others or towards society, without being compelled by laws or obligations. Man often feels that it is his duty to help the needy and the poor. Therefore, one of the most important characteristics of moral duty is the desire to do it, freely and responsibly |
| Modesty | Commitment to values and acts that do not reflect any vanity or arrogance towards others |

Unit 1 Individual Moral Responsibilities, Duties and Obligations

Lesson 4

Moral Rules

Learning Outcomes:

- Define and classify some moral rules, such as stealing is wrong, lying is wrong, keeping a promise is right.
- Reflect on “doing what is right”.
- Apply at least one moral rule that has been discussed in the unit.
- Justify how disobedience could be acceptable when the alternative is to discriminate against someone.

Vocabulary

| | |
|--------------|-------------------|
| moral rules | globalisation |
| ethics | popular heritage |
| moral values | community service |
| moral duty | modesty |

1 Read this poem by Ahmad Shawki. Then write a sentence summarising the moral values that the poet supports.

Nothing is worse than lying,
 He who lies will never be noble.
 Stick to honesty, even if you expect severe consequences.

| | |
|--------------------------|--|
| Globalisation | Ideally, globalisation builds a unified world based on unified standards, liberated international political and economic relations, interpreted cultures, freely shared information, globalised mutual production, shared advanced technologies and globalised media |
| Community Service | The provision of a service to a particular community, which may be our own community or another. This is often in response to a specific need usually determined by those who perform it |
| popular heritage | popular heritage combines all the characteristics that distinguish a human group. It includes knowledge, beliefs, values, arts, morals, laws, customs, language and other aspects forming the basic factors combining such groups |

2 Read this text about the United Nations Sustainable Development Goals and the Earth Charter as a declaration of the fundamental ethical principles of the international community. Then complete the activity that follows.

The United Nations has always been committed to human dignity and rights, environmental preservation and environmental protection. Sustainable development puts these values into action, both for present and future generations. Sustainable development also promotes biodiversity and the preservation of species, as well as human diversity, non-exclusion and participation by all. For any person developing their own view of the world, it is essential to understand these values. When learning how to build a sustainable future, people need to understand their own values, society's values and the values of others around the world. Each country, cultural group and individual must then learn how to apply these values in the context of sustainable development. The Earth Charter was launched in 2000 by the Earth Charter Commission. It is the outcome of a decade-long global intercultural dialogue on common goals, moral principles and shared values. It is an international declaration of fundamental values and principles for building a just, sustainable and peaceful global society in the 21st century. Its aim is to promote a comprehensive approach to addressing global affairs. The project began as an initiative of the United Nations. It has since inspired the United Nations Educational Contract for Sustainable Development.



- What moral values do you think are common among individuals all over the world?
- Work in groups. Research the Earth Charter principles. Explain the importance of applying them in societies.
- Corruption is the opposite of morals. Research the UAE government policy aimed at combating corruption at the level of state departments. Summarise the legislation related to corruption.

Preliminary Activity 1 (5 minutes)

The teacher writes the verses of the poem on a large poster and display them on the smart board.

Have a conversation about the verses and have students explain what it means to them.

The teacher helps the students understand the intended meaning and this acts as an introduction to the lesson.

The poet calls for honesty, a quality that earns a person great respect from others and contributes to the wellness of society. An honest person guarantees the rights of others, renders trust and fulfils duties with all sincerity. Let us all embrace good manners wherever and with whoever we are. Good manners build the individual, and accordingly nations, through the morals of their people.

Activity 2 (20 minutes)

Reading the text silently. The teacher asks the students to briefly discuss the text.

- Exploratory Questions: The teacher encourages discussion by asking these questions:
 - What do you think of moral values? - Why do you think they exist? - How do they exist?
 - In your opinion, what will happen if moral values are abandoned in societies?

The teacher then gives the students five minutes to answer the questions in pairs. The teacher focuses on moral values that are common all over the world: responsibility, respect, honesty, compassion and justice.

- If technology is available: The teacher puts the students into pairs and asks them to search the Internet for the basic principles of the Earth Charter. The students then present and discuss their ideas in class.

If technology is not available: The teacher distributes the information related to the basic principles of the Earth Charter, such as:

- Building democratic and peaceful societies based on equity, sharing and sustained development. Societies that preserve nature for the current and future generations
- Protecting and healing the earth's ecosystems

Differentiated Learning:

Beginners: Distributes information about the basic principles of the Earth Charter in a simplified form.

Advanced Students: Search for and present other examples of other basic principles agreed upon between states.

- This activity aims to identify the UAE government's policy of fighting corruption for the purpose of spreading morals in workplaces.

- If technology is available: Conduct research on and identify the policies adopted in the UAE to fight corruption.

- If technology is not available: The teacher prepares a list of references to access information, such as magazines and articles.

- The teacher reads the law and associated penalties, and discusses with the students the concept of corruption and how it affects the state and society.

- There are comprehensive legislative provisions available on this subject, even though they may be spread across many pieces of legislation. They vary from the Penal Code (Law No. 3 of 1987) to the various codes of conduct.

Activity 3 (15 minutes)

- The teacher asks the students to silently read the text. The students then discuss each and every point referring to the ethics and behaviours of a Japanese citizen.

3. a- This activity aims to introduce the concept of community service and the importance of this service role in developing society.

In this activity, the teacher divides the students into groups to provide a defined social service. One group could clean and tidy the school, while another could plant flowers and trees to create a beautiful landscape in the school grounds. The teacher explains to the students that community service is simply a service provided to society: our society or any other.

- In this collective activity, the students acquire the values of co-operation, collaboration and sharing. The teacher asks each student to write a report on this day, stating the benefits they gained and lessons learnt. The reports are then presented to the class.

3. b- This activity focuses on the importance of apologising when making a mistake that affects someone else, and the importance of apologising as a basic behaviour when individuals deal with one another.

- **If technology is available:** The teacher asks the students to access a web page and read what is intended by "moral duties", and define the concept.
- **If technology is not available:** The teacher prepares reference material and asks the students to read it and define the concept.

The students then present their conclusions on the concept and discuss them.

Moral Duty: The individual's sense of duty towards others or towards society, without being compelled by laws and obligations.

- To achieve the goal of this activity, the teacher asks the students to role play acting scenarios promoting apologising as a basic principle in life. This activity is then manifested in a play during which a dialogue between students reflects the various ways of apologising.
- The teacher explains the importance of apologising and shows that it requires courage, in addition to the individual's conviction that he did wrong and needs to apologise. The teacher also highlights the fact that apologising is a sign of good manners.

3 There is a saying in Japan. 'Morals are the secret behind the success of the Japanese experience'. Read this passage and see how it relates to that saying.

Japanese society is disciplined, creative, respects time and order, values teamwork, and highly committed to ethics and good manners. Based on honesty and truthfulness, commercial ethics in Japan are sophisticated, stemming from the educational programmes on morals and conduct at home, school and in society. Moreover, Japanese social values compel people to apologise for mistakes. Apology is an important phenomenon in Japan. Both for the offender and the victim, apologising is a way to alleviate remorse and conscience. That's why Japanese people do not generally hesitate to apologise. Fortunately, Japanese people accept apologies and are generally forgiving.

In 1989, the Japanese education system reviewed its educational programmes, removing all instances of imported individual values. It also added a comprehensive behavioural and moral programme, which was introduced in all school activities and programmes. In addition, one hour every week throughout

the school year is dedicated to a specialised programme on morals. The programme emphasises the importance of individual morals: diligence and mastery in all work; dealing with people truthfully and honestly; respect of personal freedom; discipline; enhancement of personal points of strength; love of truth; and striving to achieve ideal morals and behaviours. In terms of interaction with others, the programme emphasises the importance of gentleness, polite dialogue, compassion, faithfulness in friendship, helpfulness, modesty, acceptance of others' ideologies and being appreciative of assistance, especially from the elderly. Japanese students also clean their schools and care for the plants and animals there.



Japanese companies' executives wipe the shoes of new employees to eliminate ego and to be an example of modesty.

- Community service and respecting those working in it is ethical. Give an example of community service that you do at your school in cooperation with your classmates (planting flowers, cleaning the school or any similar work).
- In Japan, apology dominates all situations and is a moral duty. Analyse the concept of "moral duty". Then create a scene with one of your classmates showing the importance of apologising for a mistake.

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- Then the teacher asks the students to apologise to any classmate who deserves to be apologised to. Those who have not found enough courage to apologise yet should be allowed to reflect on the matter and the teacher should indicate that they are willing to discuss it with them after class.

Differentiated Learning:

Beginners: Discuss the most appropriate way to apologise based on the student's personality.

Advanced Students: Search for other societies that encourage apologies between people and presents the results of their research.

4 Popular culture is a summary of a deep repository of human values. To understand the importance of preserving the popular culture of the UAE, read this text. Then complete the exercise that follows.

The UAE's heritage combines spiritual, emotional and behavioural values. Decades ago, the late founder, leader of the state, Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him), said that 'he who has no past has neither present nor future'. He also said that heritage represents the spirit, wisdom and innovations of nations. Nations are evaluated by their heritage; there is no nation without heritage.

As a nation develops, it needs a moral and behavioural code. This code forms a solid ground on which the nation can achieve its objectives and establish its presence in the global arena.

The culture of globalisation has led to a more open world. The result is that a nation can become influenced by values that are not part of its moral code. Our UAE cultural heritage then becomes a fence that protects the individual, the family and society from cultures that are contrary to our values and morals. These lead to a number of important social responsibilities:

- Media institutions need to be committed to their historical responsibility to preserve society and protect its cultural and social texture.
- The institutions of civil society, such as people's associations, sports clubs and cultural institutions, should introduce new generations to the importance of culture and heritage, especially in the context of the relationship among various generations.
- Cultural institutions need to morally and financially support thoughtful research and studies by Emirati people, encouraging them to introduce today's generations to the civilising value of their people's heritage.

National popular culture in the UAE aims to introduce new generations to their cultural, moral and civilising roots. The goal is to preserve the personality of society. Our culture represents a life system and an educational and creative approach that was developed by generations of creative Emirati people.

If technology is available: The teacher puts the students in pairs and asks them to search the Internet for the programme.

If technology is not available: The teacher distributes documents on the culture of the UAE. The information is available in Arabic via the following link: <http://www.emarattv.ae/sawalefalawalyeen/%D8%B3%D9%88%D8%A7%D9%84%D9%81-%D8%A7%D9%84%D8%A3%D9%88%D9%84%D9%8A%D9%86>

Differentiated Learning:

Beginners: Help the students search for a subject of interest to present.

Advanced Students: Conduct a survey at school to determine the students' knowledge of heritage local crafts and professions. Accordingly, the students proceed with raising awareness as required through activities of their choice (plays, films, debates and written accounts).

Activity 4 (20 minutes)

- The teacher asks the students to silently read the text, then asks them about its meaning and message.

4. a- This activity aims to introduce students to the culture and cultural legacy of the UAE, comparing them with the cultures and cultural legacies of other countries.

If technology is available: The teacher puts the students in pairs and asks them to search the Internet for the culture and cultural legacy of the UAE, as well as the culture and cultural legacy of Morocco and Germany. The students then present their findings and discuss them with the class.

If technology is not available: The teacher distributes information about the culture and cultural legacy of the UAE, as well as the culture and cultural legacy of Morocco and Germany. The required information is available via the following links:

<http://www.folkculturebh.org/en/>

<https://www.tatsachen-ueber-deutschland.de/en>

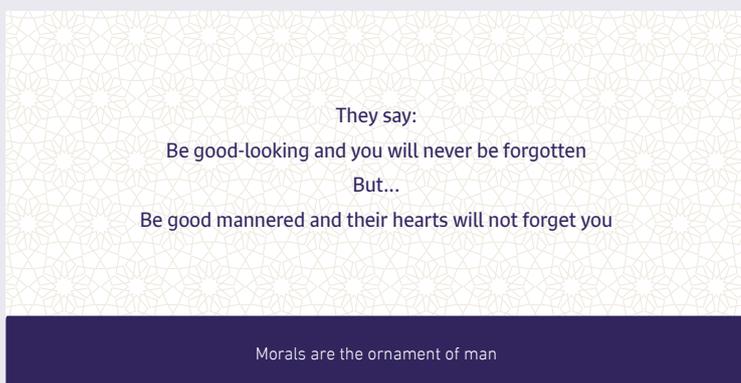
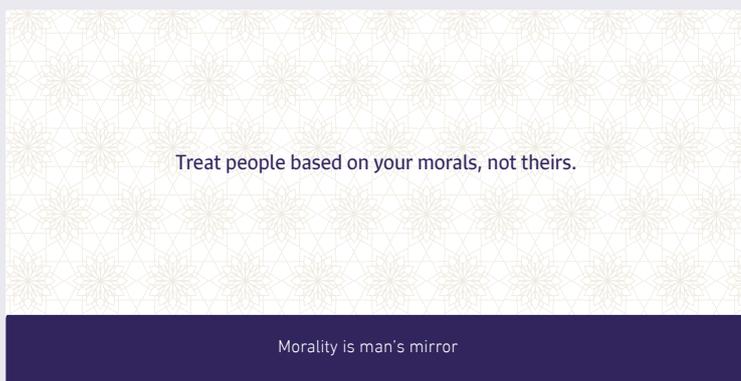
<https://government.ae/en/about-the-uae/culture>

- a. Compare the Emirati, Moroccan and German cultural heritages.
- b. Conduct research on the programme 'The Stories of Ancestors — Righteousness'. Explain its role in teaching the importance of popular culture to future generations.



Rightful hospitality makes today's children tomorrow's men.

5 Conclude from the pictures the moral values gained from family and school.



Conclusion

Activity 5 (5 minutes)

The teacher displays pictures on the white board or smart board and the students outline the moral message.

The teacher emphasizes with the students that a person must treat people according to his morals, which must be good. A person must not follow others and act like them. Morals are the self-mirror.

The teacher emphasizes with the students that you must have good morals to be remembered among people.

Conclusion: Ideally we would like students to conclude that values and moral rules are the basis of developing an ideal personality, in respect of morals. These moral rules and the values passed to an individual by his family are to be adhered to.

Lesson Objective

The application of moral rules that enable the student to explain their choice of the moral rule which applies in each situation. Appreciation and respect are moral necessities, even when contrary to the interests of the person or his or her group.

Required Materials

•Paper, card, large poster, iPad, pens, map of Europe, two boxes, computers and other appropriate technology.

Learning Outcomes:

- Define the importance of some moral rules and stating them.
- Reflect on “doing what is right”, and applying one moral rule or more.

| | |
|------------------------------------|--|
| Moral Rules | A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying. |
| The Concept of Volunteerism | Volunteer work is providing assistance, help and effort for the good of the society in general and of its individuals in particular. |
| Morals | Morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society. |
| Right | What the legislator gives equally to all individuals and must be respected. An entitlement to something recognised and protected by law. What an individual can apply within the framework of the so-called legal legitimacy |
| Duty | Maximum level of empathy, obedience and loyalty to parents |
| Social Values | Financial support and aid |
| Moral Values | The beliefs we hold for virtuous behaviour. |

Unit 1 Individual Moral Responsibilities, Duties and Obligations

Lesson 5

Moral Rules Govern Behaviour

Learning Outcomes:

- Describe the importance of some moral rules.
- Reflect on 'doing what is right', and apply at least one moral rule that has been discussed in the unit.

Vocabulary

| | |
|--------------|-----------------------------|
| moral rules | the concept of volunteerism |
| morals | rights |
| duty | social values |
| moral values | |

1 How do you apply moral rules to control behaviour? Look at the pictures. Discuss with your classmates the moral values they represent.



2 Read the story about the integrity of a taxi driver in the Philippines. Then discuss with your classmates the questions that follow.

Preliminary Activity 1 (10 minutes)

The teacher presents images and asks the students a number of questions that engender understanding of the meaning. The teacher explains that relief is a moral rule and we can see that in the two pictures: Saving a tortoise (animal) and supporting a child. Through discussion, the teacher reaches a preliminary explanation of the lesson. Through these questions, the teacher can motivate students to participate and ask them to provide examples of their daily behaviour in which moral rules are manifested and practised, not only in a theoretical framework. For example:

- Respecting the elderly in the street and helping them whenever they need assistance
- Respect for classmates

The teacher listens to student examples and then emphasises the importance of practising moral rules in daily behaviour.

On January 17, 2016, a Filipino taxi driver took an Australian businessman to Baguio city in the Philippines. When he was getting out of the car, the businessman was in a hurry and left his bag behind. 'He got out of the taxi and forgot his luggage,' said the driver.

When the businessman realised what had happened, he went immediately with his friend to the police station. 'We arrived at the police station to report the missing luggage, but found that the taxi driver had got there before us. We were so happy when we saw him there with the luggage. It was a wonderful moment that showed he was a man of principles,' said the businessman's friend.

The story received a lot of attention. The Philippines government gave this honest taxi driver a certificate of appreciation and praise during a special ceremony. And he also received another unexpected reward. The Vivixx Academy and the Fast Track Coding Boot Camp, based in Australia, offered the driver a six-month scholarship to learn computer coding. Upon completion of this course, an Australian company promised to offer him a job as a reward for his honesty.



Taxi in Manila

- What do you think would have happened if the driver had not brought the bag to the police station? What would you have done if you were the driver? Why?
- Conduct a questionnaire in class. Ask your classmates to name the three most important moral rules that should be applied in class, in the playground, on the school bus, at the school library, in the laboratory, etc.

3 The UAE regards human rights as a top priority. Read the text. Then complete the activity that follows.

The UAE is committed to promoting and protecting human rights at home and throughout the world. The pillars of the State's foreign policy are based upon the principles of justice, equality and the observance of these rights.

The UAE regards human rights as a top priority in accordance with the international standards of human rights, and is committed to continuously improving its laws and practices, all rooted in the cultural heritage of the people of the UAE, and values that enshrine the principles of justice, equality and tolerance.

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Activity 2 (20 minutes)

The teacher asks the students to read the text. Students then present and discuss the subject of the text.

2. a- This activity aims to help the students realise the importance of applying moral values.

Students work in pairs to answer the first question. The teacher gives the class three minutes to find an answer, then the students discuss their ideas. The teacher focuses on the importance of integrity and applying moral values. The driver's failure to return the bag to its owner is a sign of theft and dishonesty. This will lead the passenger to spend several days to be able to replace his personal papers and he will have no money.

The teacher expects that the students' answer will be: They had to return the bag to the passenger, because this is the ethical and correct action.

2. b- This activity aims to train students on polls and surveys, and how to prepare a questionnaire, as well as the importance of collecting information to understand the facts and develop solutions.

The task begins with students preparing a questionnaire and about the different types

of values that the students believe are important in the school and how they should be implemented to benefit the school community. It can be a collective task or each group may submit its own questionnaire. In this case, the teacher would check and correct the questions to be sure of relevance and accuracy before applying them in the field. After completing the answers, the students give the form results and number of ethical values adopted by the students at his school.

How do you keep your classroom clean?

How do you deal with your schoolmates in the playground?

What moral rules do you apply on the school bus?

Differentiated Learning:

Beginners: Conduct a survey in class.

Advanced Students: Distribute a questionnaire to the Middle School classes, and then display the results in a diagram.

Activity 3 (20 minutes)

- The teacher asks the students to read the text silently, then has them describe what was intended to be said and the message intended to be delivered.

a- This activity aims to help the students master the skill of differentiating and comparing between right and duty.

- Each student is required to draw up a list of five rights and five duties. Each right/duty is written on a piece of paper and placed in a special box brought by the teacher. The teacher mixes the pieces of paper and then asks each student to pull a piece out of the box and say "agree" or "disagree". Thus, the student recognises the difference between right and duty, and the activity prompts them to reflect on every right or duty in order to decide whether they agree with it or not.

Examples of Rights: The right to safety, a decent living, learning, entertainment and work.

Duty: Respecting others, accepting others, keeping the classroom clean, keeping calm, doing homework.

b- This activity aims to introduce students to how people apply moral rules by observing their actions in society.

A piece of homework done by the student to confirm what he has learned and present this activity in the next class.

Activity 4 (20 minutes)

Students read the text as silently or out loud, depending on what the teacher deems appropriate, and discuss the content.

a- After reading the text, the teacher opens a discussion to brainstorm ideas.

The teacher facilitates a discussion about the concept of volunteer work and listens to both supporting and opposing viewpoints. The students are then asked to define the concept of volunteer service through a small piece of research done in class using an iPad. Moral duty is the moral obligation that determines human behaviour.

The Concept of Volunteer Work: Volunteer work is a tool used to advance societies, especially nowadays, as this work is becoming increasingly important because governments can no longer meet all people's needs.

b- This activity aims to provide students who have never participated in a voluntary activity or service with the necessary knowledge to apply for volunteer work.

- This question requires students to carry out an applied activity in voluntary work.

Students could visit a nursing home and provide community service or visit a centre for the UAE Red Crescent and participate with the team in volunteer work. The teacher asks the students to conduct a research includes:

How to join "UAE Volunteers" Program.

The actions expected from this activity.

Places and times for visiting needy people.

Differentiated Learning:

Beginners: Help students read the text and gives them ideas about volunteer work.

Advanced Students: Communicate with the Dubai Volunteer Program, volunteer in specific programmes and then present their experience at school.

- a. Suggest a list of five rights and a list of five duties that you should respect in order to preserve human rights in your community and throughout the world.
- b. Work in groups. Prepare a study on how people apply moral rules by observing their actions in society, institutions, schools and other places. Then present the results of your study in class.

4 Voluntary work is an essential activity that reflects the moral values in our community and the world. Read the text about the voluntary work in Germany and the UAE. Then complete the activity that follows.



A German healthcare worker in Burkina Faso

During their leisure time, one third of Germans participate in voluntary work and activities for charitable purposes. Such activities help people develop moral values, such as integrity and honesty, and social values, such as tolerance and helping others. Joachim Gauck, who was president of Germany between 2012 and 2017, described this as 'free but invaluable activity'. Charities and other organisations that provide assistance for public benefit need people to work voluntarily and be socially responsible by, for example, offering aid during sporting events or caring for the elderly.

In the United Arab Emirates, HH. Sheikh Mohamad Bin Rashid Al Maktoum launched volunteers.ae, the National Volunteer Platform in Dubai. This platform aims to encourage more people to do volunteer work in the UAE by facilitating the process of volunteering. It also serves as a medium between volunteers and volunteer opportunities offered by public and private sector organisations. Individuals can register and apply for volunteer roles on the website, and can use the platform to search for opportunities according to their interest, skills and experience.

The Ministry of Community Development received a great response from people from all areas of society to the volunteer opportunities made available on the platform. Several members of the council of ministers registered with the platform due to their belief that volunteering has a humanitarian value and an important role in building and developing our society.



Emirati volunteers in action

- a. Voluntary work is a moral duty towards society. Explain the concepts of both voluntary work and moral duty.
- b. Did you know that anyone over the age of six years can volunteer in the Dubai Volunteering Program? Design an activity or task that will benefit you and the school so that you will be an example for other students to follow.

Activity 5 (20 minutes)

- The teacher asks students to read the text silently, and then locate Finland on a political map of Europe and a world map.

The students then discuss how Finland works to preserve the environment.

a- The aim of this activity is to introduce students to the connection between moral values and preserving the environment.

Students work in pairs to answer the first question.

The teacher gives the students three minutes to find an answer, then students discuss their ideas. The teacher introduces the following ideas:

The issue of moral behaviour is the cornerstone of any human activity. It is the force that regulates social life in all aspects. Hence, the lack of good moral behaviour reflects negatively on man's dealings, as it may cause pollution in the environment he lives in. A clean environment requires people who have moral values to an extent that they care for that environment and strive to preserve it. **b- Students collaborate and accept individual roles to develop a plan that services their community, starting with the smaller circle (the class) and reaching the wider community.**

Students are divided into groups, each group working on a project:

- These projects could involve equipping the classroom with a reading library or projector - Planting trees in the playground or preparing a hall for the activities accompanying the material

- **Outside school:** Monitor behavioural attitudes of children in the playground to control their behaviour. How they maintain cleanliness and respect for the role of playing and other basic interactions in public places. This last activity requires the teacher and students visit places to push them to work as a team, collaborate and apply moral rules in their behaviour. This task can be used to study, observe and write a descriptive report on social phenomenon. This phenomenon can also be chosen by students after discussing its relevance with the teacher.

- **Projects will be implemented at a later stage.**

Differentiated Learning:

Beginners: Work on one project: Class service project.

The teacher supervises the selection of the project, then defines the required steps in each project and asks them to be applied.

Advanced Students: Communicate with an environmental association to carry out a project that helps the community surrounding the school.

5 The application of moral values is reflected in the protection of the environment. Let's consider the efforts of the UAE and Finland in this respect. Read the text. Then complete the activity that follows.

In the United Arab Emirates

Environmental protection is the main objective of the UAE's development policies, which aim to increase green spaces and develop water resources. The UAE has developed a set of laws to ensure environmental sustainability, and has joined the world in recognising environmental problems through the signing and ratification of environmental conventions. Environmental protection bodies organise educational campaigns at the level of each emirate or in co-ordination with the concerned federal authorities to conduct such campaigns at federal level.

In Finland

The environment in Finland is in a positive and healthy state. For example, Finland has a specialised plant to deal with waste, with all the waste from trees used in the timber industry used to generate energy. Finland's industrial sector has an excellent reputation in environmental protection, which has likely been a positive factor in the spread of factories across the country.

Finland has also entered into many significant agreements with the European Union designed to address environmental challenges.

- a. In your opinion, what is the connection between moral values and environmental preservation? Give examples.
- b. Conduct a team exercise with your classmates that benefits the school environment. Submit a report after implementing this work. In the report, explain the implementation steps and methods.

6 Deduce from these images:



Students in the United States cleaning their town



A young man helps an elderly lady carry a shopping bag and cross the street

- the moral rules reflected in the images.
- the importance of practising ethics in daily life, and its impact on individual and society.

7 Read the quote. Then complete the activity.

'Without morality and good behaviour, and without learning, nations cannot build their generations nor do their duty. The nation's civilisation is built through knowledge, good manners, integrity, knowing the past and looking forward to the bright present and future.'

Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him)

- Identify with your classmates the values that you want to enhance in your school.
- Work with your classmates to develop a project to raise awareness and instill global moral values among children at the primary stage. Be sure to explain the steps of developing and preparing the project. The project could be a theatrical performance about moral values and their importance in our lives. Or it could be an open day for values, interspersed with recreational activities and artistic projects.
- Launch a media campaign to support your project. Discuss it with parents, asking them to participate and help support. Invite some of them to participate in preparation for the values' open day.

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Activity 6 (10 minutes)

The teacher presents images on the board or displays them on the smart board has the students recount the learning outcomes and how those learning goals apply to the images.

Conclusion: Every individual has to apply the moral rules that they have learned in their behaviour, both at home and at school, and to abide by this behaviour in his daily life.

The first picture shows a group of people cleaning streets in order to preserve cleanliness of the environment and the health of the people of their city and society.

The second picture shows the moral rules of this man who helps the old lady on the street, as he has a sense of social responsibility.

Activity 7 (20 minutes)

This activity aims to spread social values in society, especially among school children, and interprets the words of Sheikh Zayed (may God have mercy upon him) that acquiring social values in childhood means building an adult who displays good and correct behaviour and who contributes to the development of his society.

- The teacher asks a question about the values that seek to strengthen it at their school. And students share their answers. Each student presents one social or moral value, such as:
Social Values: participation, co-operation, respect for others, acceptance of others, dialogue, democracy, freedom
Moral Values: honesty, generosity, respect for the elderly
- The students write and act a scene to raise awareness among children in the primary classes at their school. This project reflects the reality of their daily lives, dealing with social values and how to apply them.
 - Students develop the idea of the short play, writing an extended dialogue with the help of the teacher
 - Training
 - Preparation and presentation
 - Communicating with media organisations to campaign through their outlets Campaign through social media to share and follow up the news of the activity.
 - Document this activity through video and photography and conduct a media campaign to serve as role model for young people.
- To support the project, ask for parents' assistance to finance and provide the necessary support. The students will share this project on social media, seeking support and contributions from parents to make it a success.

Glossary

Acts of compassion: Initiatives by individuals, associations or countries to ease 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 more

Care: Performing acts of benevolence toward the needy on a non-discriminatory basis

Cognitive empathy: To understand what the others think and accept their thoughts

Communicable diseases: Diseases transmitted through different media from one body to another

Community responsibility: The responsibility of individuals and groups to benefit the community as a whole, by, for example, protecting citizens, securing their rights and safeguarding our home country. For example, environmental responsibility involves protecting the environment and securing a clean environment; cultural responsibility involves promoting the culture of the home country and strengthening the feelings of belonging to it

Community service: The provision of a service to a particular community, which may be our own community or another. This is often in response to a specific need usually determined by those who perform it

Compassionate empathy: To extend a helping hand and to support those who need assistance

Cultural legacy: All customs, traditions, arts and traits that nations pass down from generation to generation

Culture: All the characteristics that distinguish a group of people. It includes knowledge, beliefs, values, arts, morals, laws, customs, language and other aspects that unite such groups

Devotion: Maximum level of empathy, obedience and loyalty

Discrimination: Thoughts and actions that show bigotry and disrespect towards people of a different social class, religious, economic or ethnic group

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

Duties: The tasks and moral obligations that must be performed by an individual according to his or her role and responsibilities in the community

Education: Learning what things are, their causes and their consequences

Emotional empathy: Consideration for and understanding of other people by putting ourselves in their shoes

Empathy: An individual's ability to sympathise with others' feelings and understand their suffering by putting himself or herself in their position for few moments, and then to respond to this feeling appropriately to relieve their suffering

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

Equity: A key social pillar that enables people to live together in harmony; it is based on fairness, equality, balance and protection of both private and public interests

Fairness: Justice, giving people their rights

Family tree: A chart showing kinship relations between family members

Generosity: Being generous; giving material, emotional and moral support while expecting nothing in return

Globalisation: The ideal of building a unified world based on unified standards, liberated international political and economic relations, interpreted cultures, freely shared information, globalised mutual production, shared advanced technologies and globalised media

Happiness: Feelings of joy, satisfaction and reassurance

Identity: A set of attributes that distinguish a person or group from others. Identity can take the form of national, religious, linguistic, racial, historical, civil, cultural and other identities

Maintenance: Financial support and aid

Malaria: A deadly disease caused by parasites, which can be transmitted among humans through insect bites

Malnutrition: Insufficient or excessive or unbalanced food consumption, resulting in different food disorders

Modesty: Values and acts that do not reflect any vanity or arrogance towards others

Moral Duty: The individual's sense of duty towards others or towards society, without being compelled by laws or obligations. People often feel that it is their duty to help the needy and the poor, or to advise against lying. Therefore, one of the most important characteristics of moral duty is the desire to do it, freely and responsibly

Moral values: Moral ideals and principles such as patience, courage, sincerity, honesty and altruism

Morality: A person's tendency to act in a certain way. When a person behaves in a good way - such as acting with honesty, providing help or honouring parents - this person has good morality. If the person behaves badly - for example, by lying - this person has bad morality

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: A person's physical and mental growth in a proper, healthy and decent way, taking advantage of learning and skill development opportunities

Positive relationship: Developing effective and clear communication with others and understanding them well

Prevention: Protection against diseases, especially infectious diseases

Respect for others: To communicate and talk with others politely, treat others the way that you would like to be treated and accept all differences (in terms of gender, age, race, religion, social class, etc.)

Responsibility: Undertaking duties, participation, cooperation and helping others in the family, school and society, as well as dealing with the impact of your errors, i.e., acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them

Right: A firm and certain duty. An interest which authorises its owner to take necessary actions to achieve this interest. A certain value established to be due to a particular person by virtue of law. What the legislator gives equally to all individuals and must be respected. Achieving a common interest as decided by the law. An entitlement to something recognised and protected by law. What an individual can apply within the framework of the so-called legal legitimacy

Role: The sum of rights and responsibilities required by the individual's position within a group or a community

Self-esteem: Knowing your own value and how you see yourself and how you feel about yourself

Self-respect: Self-acceptance and self-preservation; appreciating the positive qualities and skills that you have

Social values: The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power. Social values help to maintain social order and stability in society

Sympathy: Being prepared to help others, alleviate their suffering and let them know that there are people who are willing to stand by their side

Tolerance: Appreciating diversity and showing respect to others without discrimination based on race, religion, age or gender

Value: The mental judgement that directs us towards our desires and orientations. You get it from the community in which You live. Values direct your behaviour, as they are the rules that influence your personality, style, personal traits and behaviour

Volunteer work: A tool used to advance societies, especially nowadays, as this work is becoming increasingly important because governments can no longer meet all people's needs. Anyone can participate in voluntary work. It is not exclusive to anyone, and it links the interests of volunteers to the interests of other individuals in the community

Well-being: Enjoying comfort, health and happiness

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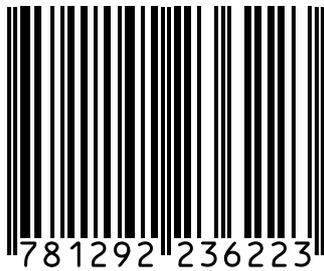
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