



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# Moral Education

Grade Eight

First Semester

Teacher's Guide

Pilot Edition 2017 - 2018



وزارة التربية والتعليم

MINISTRY OF EDUCATION

# Moral Education

Grade 8

First Semester

**Teacher's Guide**

Pilot Edition

2017 - 2018



التربية الأخلاقية  
MORAL EDUCATION

**Ministry of Education - Call Centre  
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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

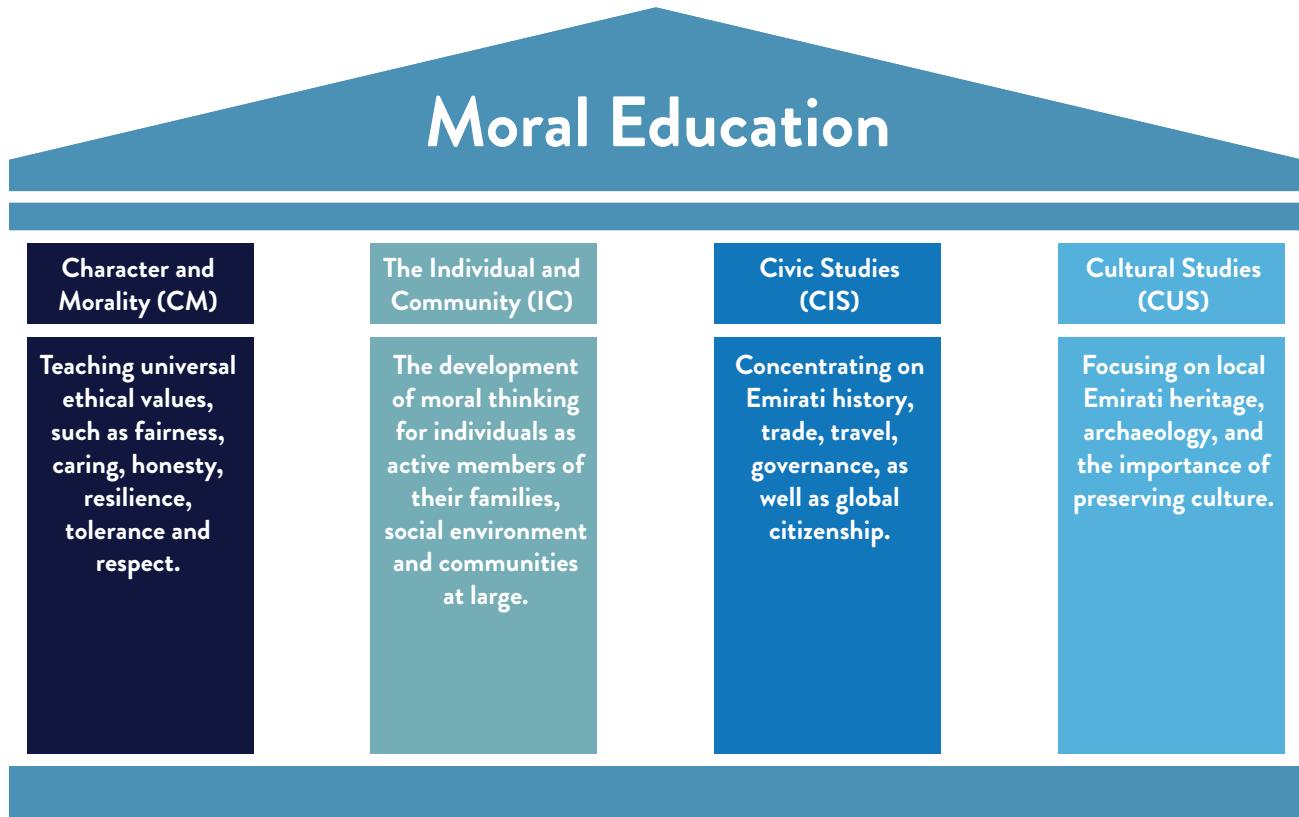
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local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

**Lesson 1**  
**Respect is the Basis of Good Treatment**

**Learning Outcomes:**

- Explain the key aspects of compassion, respect and tolerance towards others.
- Explain how individuals have chosen or failed to show compassion and tolerance towards others.
- Identify certain 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 discrimination
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 asked to identify situations where they have shown acts of compassion and tolerance towards others. The teacher requests that students imagine themselves in the shoes of others to feel their suffering, and try to act comparatively towards them as much as possible. Respect and empathy are paired with tolerance and acceptance of diversity. This is followed by a discussion on the concept of discrimination. The teacher will explain the rights guaranteed by laws of citizenship and international legitimacy. In this instance, we refer to UNC law which provides for the rights of those in the country.

## Student Book

A book specifically for students with a range of illustrations, images, texts and activities to engage and support students in their learning.

**Moral Education**  
**Lesson Objectives:**  
Pupils will learn that people have the same code of the respects and they are important to them. They also have other qualities that distinguish them from others. (Welling/ Respecting)

**Required Materials:**  
Board, images from the book, Computer, project that shows the concept of self-respect, photographs of individuals 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 certain 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 one's own worth, abilities and needs.

**Respecting others**  
Understanding and accepting the worth of another person.

**Sympathy**  
Understanding the feelings of others. For example, feeling sorry for them. Feeling bad for them.

**Empathy**  
The ability to share the feelings of others. For example, putting yourself in their shoes.

**Tolerance**  
Tolerance is the ability to accept different people, even if they hold different views, beliefs, etc.

**Acceptance**  
Accepting the different categories of people in our society, regardless of the grounds of race, age, or sex.

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 asked to identify situations where they have shown acts of compassion and tolerance towards others. The teacher requests that students imagine themselves in the shoes of others to feel their suffering, and try to act comparatively towards them as much as possible. Respect and empathy are paired with tolerance and acceptance of diversity. This is followed by a discussion on the concept of discrimination. The teacher will explain the rights guaranteed by laws of citizenship and international legitimacy. In this instance, we refer to UNC law which provides for the rights of those in the country.

## 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.

**The Themes: Character and Morality- Individual and Community**

**Introduction Unit**  
**Moral Rules and Assuming Responsibility**

Dear Parents,

Welcome to a new academic year, one that we hope will be fruitful and beneficial. We are excited to introduce the Moral Education Course to your children. We aim to introduce a set of individual and social values, which we hope they will abide by. This will enable them to play an effective role in the community and create a bright future on both personal and social levels.

These units will introduce your children to the basic concepts of moral rules and discussing the topics and lessons of the course with them. You can then apply the activities suggested in this manual, ensuring student interaction with the material.

At the beginning of each unit, you will find a summary of its content and intended learning outcomes. We hope you will read the summary and learning outcomes and collaborate with your children to apply the free activities relating to each unit.

**Objectives of the Unit**

In this unit, the students are introduced to the key concepts of compassion, tolerance and self-respect. They will also explore the meaning of responsibility, the application of moral rules and their importance to individual, family and community life, the relation between self-respect and assuming responsibility, and, the importance of building positive relationships with others. This will influence their behaviour in the classroom and at home.

This unit also aims to focus on individual and community responsibility for health, development and happiness.

These will be accomplished across six lessons containing the concepts relating to the unit title. These lessons are designed to answer the central questions. This is the question that all lessons revolve around and what the students should think about throughout the unit learning process.

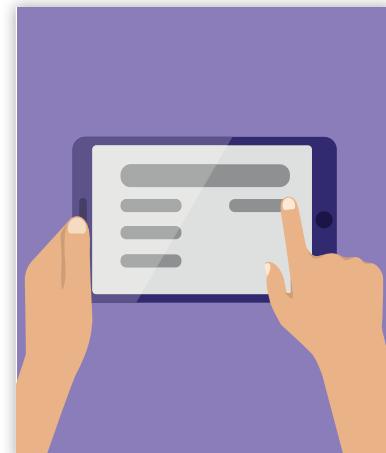
?

What are moral responsibilities and how can we, as individuals and a community, assume responsibility in the community and the world?

## 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.

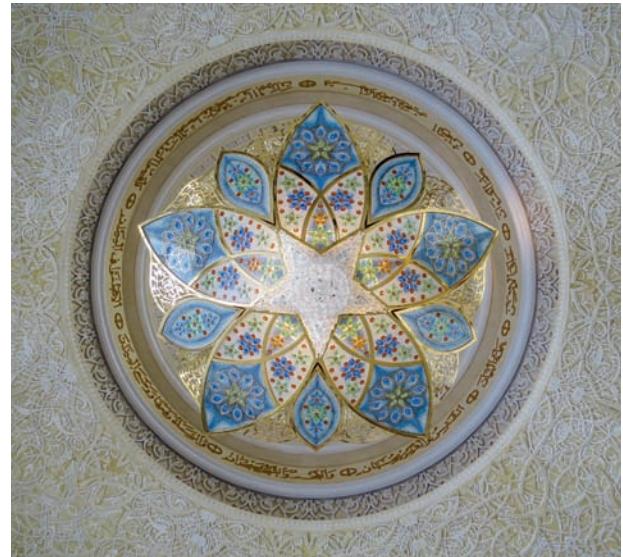
The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

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.



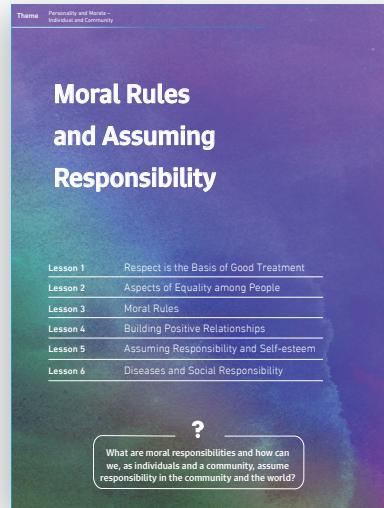
**Inspired by the Sheikh Zayed Grand Mosque, Abu Dhabi**



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How is fairness in distribution achieved on a community level?  
What is the importance of exercising morals in daily life? What are the impacts on the individual and the community?  
What is the importance of positive relationships with our friends and family?  
How is self-esteem related to assuming responsibility towards oneself and others?  
Is treating and preventing diseases an individual or a social responsibility?

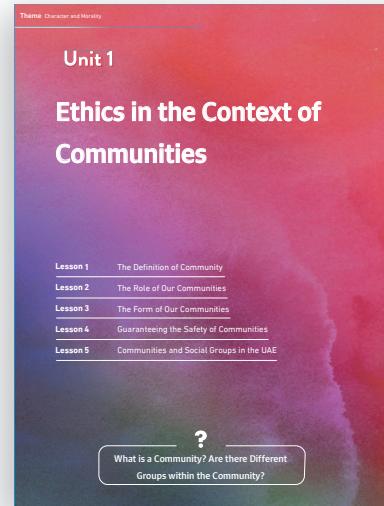


- 1 Respect Is the Basis of Good Treatment ..... P. 3**  
Exploring respect as the basis of good treatment and thus to sympathize with them tolerance and acceptance of the different other and recognize the full rights within citizenship and International legitimacy
- 2 Aspects of Equality Among People ..... P. 9**  
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
- 3 Moral Rules ..... P. 15**  
Moral Values: Right and Wrong Applying Human Rights Charter in the United Arab Emirates as a basis for commitment to moral values. Voluntary work is an essential activity that reflects moral values in our community, and the world as a whole.
- 4 Establishing Positive Relationships ..... P. 21**  
The meaning of wellbeing 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, the motivations that urge us to be responsible, and the extent to which self-esteem is associated with responsibility in the attitudes of in the situations of daily life situations.
- 6 Diseases and Social Responsibility ..... P. 33**  
Contagious diseases that spread around the world, the reasons of its spread and to prevent them. The role of institutions and humanitarian organizations, local and international, and the efforts they exert to reduce these diseases.

# **Unit 1**

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## **(CM15) Ethics in the Context of Communities**



### **1 Definition of Community**

Definition of society, community characteristics, examples of different communities, belonging to different overlapping communities

**P. 41**

### **2 The Role of Our Communities**

Social identity, the role/identity or position occupied by each of us within each community we belongs to, and our contributions in our society

**P. 47**

### **3 The Form of our Communities**

Values and common duties of individuals belonging to a particular community, duties and responsibilities and patterns of acceptable behaviour in a given society

**P. 53**

### **4 Guaranteeing the Safety of Communities**

Factors contributing to the safety of communities, the concept of social cohesion, assessing the importance of social cohesion in the communities to which we belong

**P. 59**

### **5 Communities and Social Groups in the UAE**

Contrast that may arise between different heterogeneous social groups and communities, and the importance of tolerance among these groups.

**P. 65**

## **Unit 2**

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### **Respecting Diversity**

- 1 Diverse Community** .....
- 2 The Concept of Equality in Society** .....
- 3 Diversity and the Media** .....
- 4 Fighting Prejudice and Discrimination** .....
- 5 Fighting Prejudice and Discrimination** .....

## **Unit 3**

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### **The Growth of Consultative Government in the UAE**

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- 2 Sheikh Zayed and the Beginnings of Federal National Council** .....
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## **Unit 4**

### **Ethics in the Context of Countries**

- 1 State and Government** .....
- 2 Laws** .....
- 3 Governments Between the Past and Present** .....
- 4 The Good Form of Government** .....
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### **Addressing Conflicts**

- 1 Internal Conflicts** .....
- 2 Management of Internal Conflicts** .....
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- 4 Management of External Conflicts** .....
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**Theme One: Character and Morals**

**Unit Zero:**  
**(CM 7,11,13 & IC 7,9,11)**  
**Moral Rules 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.

# Moral Rules and Assuming Responsibility

<b>Lesson 1</b>	Respect is the Basis of Good Treatment
<b>Lesson 2</b>	Aspects of Equality among People
<b>Lesson 3</b>	Moral Rules
<b>Lesson 4</b>	Building Positive Relationships
<b>Lesson 5</b>	Assuming Responsibility and Self-esteem
<b>Lesson 6</b>	Diseases and Social Responsibility



What are moral responsibilities and how can we, as individuals and a community, assume responsibility 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 somebody is upset and how can I make him/her feel better?
- How is fairness in distribution achieved on a community level?
- What is the importance of exercising morals in daily life? What are the impacts on the individual and the community?
- What is the importance of positive relationships with our friends and family?
- How is self-esteem related to assuming responsibility towards oneself and 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.

### Learning Outcomes – Unit Zero

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1. Explain the key qualities of empathy, respect and tolerance.
2. Describe some issues that might arise when studying equality (e.g. the difference between equal opportunities and equal outcomes).
3. Identify and classify some moral rules, for example: Theft is wrong, lying is wrong, whereas keeping a promise is right
4. Learn how to grow in a healthy, positive way and to cooperate to protect their 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 centre.

## 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

<b>Self-respect</b>	A sense of pride and confidence in yourself. Belief in your own abilities and worth.
<b>Respecting others</b>	Treating others with an understanding of their importance and value.
<b>Sympathy</b>	Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.
<b>Empathy</b>	The ability to share the feelings of another person, and to put yourself in their shoes.
<b>Acts of compassion</b>	Actions that help to reduce the suffering of others. For example, giving charity, feeding the hungry, visiting the sick
<b>People of Determination</b>	Willing to accept different people, as well as different views, beliefs and attitudes.
<b>Tolerance</b>	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.
<b>Discrimination</b>	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

## Lesson 1

# Respect is the Basis of Good Treatment

## Learning Outcomes:

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

## Vocabulary

self-respect

respecting others

sympathy

empathy

acts of compassion

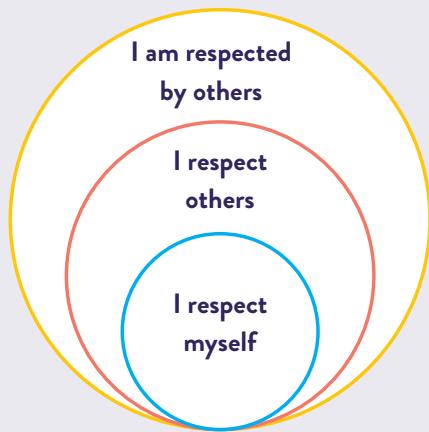
people of determination

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 Hidayah Centre
- The opening of the Sawab Centre



HE Sheikha Lubna bint Khalid  
bin SultanAl 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.

\* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term "People of Determination" instead of the frowned-upon term "People With Disabilities".

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

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

### 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.

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 2

## Aspects of Equality Among People.

The 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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### 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. ....  
.....  
.....  
.....  
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- 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 the back. The teacher then waits for comments and fidgeting amongst the students. Then teacher then questions: Is this distribution fair? The teacher allows the shorter students to express the unfairness they experience. Then, they end the discussion by asking: How is fair distribution achieved? The students conclude that fairness in distribution is achieved when everyone gets the same rights according to their own needs.

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

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

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

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

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

### 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 them) started working together.

His Highness Sheikh Zayed met with His Highness Sheikh Rashid (may God have mercy upon them) at Orkob Al-Sudairia, 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.

**"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".**



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**Activity 4 (10 minutes)**

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

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

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

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

**4 Equality on a national level:**

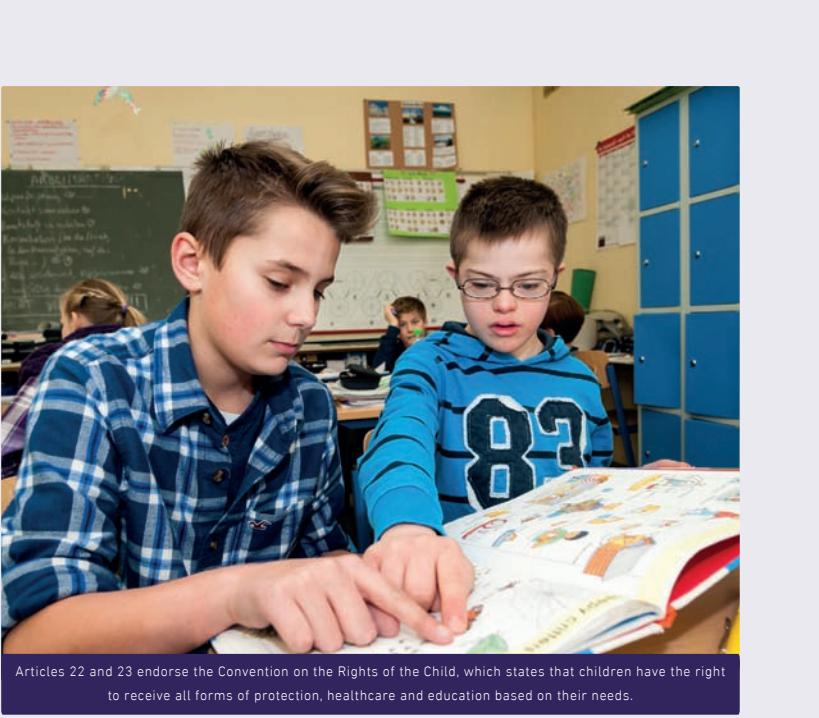
Look at the pictures and read the United Nations Universal Declaration of Human Rights. Then, provide an example of somewhere in the world where this Declaration is upheld.



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.'



### Activity 5

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?



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

<b>Moral Rules</b>	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.
<b>Morals</b>	Morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society
<b>Duty</b>	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.
<b>Moral Values</b>	The beliefs we hold for virtuous behaviour
<b>The concept of volunteerism</b>	Volunteer work is providing assistance, help and effort for the good of the society in general and of its individuals in particular
<b>Rights</b>	The beliefs we hold for virtuous behaviour
<b>Social values</b>	The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power. This makes them a social tool to maintain social order and stability in society.
<b>The concept of values</b>	The idea and the intention of the desirable characteristics or qualities of a community defined by the existing culture

### 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.

**Introduction Unit**      **Morals in the Context of Communities**

**Lesson 3**

## Moral Rules

**Learning Outcomes:**

- Identify and classify some moral rules, such as: Stealing is wrong, lying is wrong, keeping promises is right

**Vocabulary**

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

The introductory activity of this lesson is to establish the important values and rules of ethics essential to preserving human rights that people share in our society and around the world. Students will study methods to abide by those rights and to practice them locally and globally. Following, voluntary work is defined.

The lesson concludes with the students reflecting on the importance of practicing the implementation of ethics and morals in our daily life and its effect on the person and the society.

**1** Look at the pictures and discuss the moral values they represent.



A woman gives medical care to a turtle



A relief worker gives water to an outcast Nigerian child

**2** It is commonly known that theft and lying are immoral behaviour, unlike keeping promises and honesty.

- a. Give other examples of essential moral rules and state the reason behind their existence.
- b. Name some universal moral values shared by individuals around the world.

Moral rules	The reason behind their existence	Universal moral values
• .....	• .....	• .....
• .....	• .....	• .....
• .....	• .....	• .....

Reason for existence:

Respect: is the basis of dealing with others, and is based mainly on self-esteem and on appreciation of other people.

Responsibility: when one assumes responsibility, he knows exactly what tasks are required from him.

Moreover, he will see his objectives clearly which makes him in constant quest to develop himself and strengthen his capabilities in order to reach his goal.

Sympathy: is the basis for building human relations, that is, the ability to understand what others are experiencing and interact and respond to their needs. Also to give everyone their right, to be fair to people which makes sympathy one of the pillars of social life.

b. The moral values shared by individuals in the world:

**If technology is available:** The teacher gives the students the opportunity to search online.

**If technology is not available:** Students are encouraged to brainstorm.

The expected answers are: responsibility, respect, integrity, empathy Justice and others.

### Differentiated Learning

**Beginners:** The teacher helps students read the text and reflect on the meaning of moral values.

**Advanced Students:** The teacher asks questions such as:

What is the role of moral values in the society?

Is there an alternative that can replace moral values?

### Activity 2 (15 minutes)

**The aim of this activity is to introduce students to ethical rules that govern their behavior and to distinguish between ethical and unethical conduct.**

The teacher uses the method of brainstorming by asking the following questions:

- What is your opinion about moral values? Why does it exist? What initiated it
- What would happen if moral values were not respected?
- Do you think that moral values are shared in societies all over the world?

The teacher asks students to work in pairs, and to fill in the table.

In column 1, the students name some of the basic moral values.

In column 2, they explain why do these values exist, and

In column 3, they write the common values that are shared in societies around the world.

- a. Examples of ethical and moral values are:

truthfulness, responsibility, respect to others, empathy, justice...

### 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.

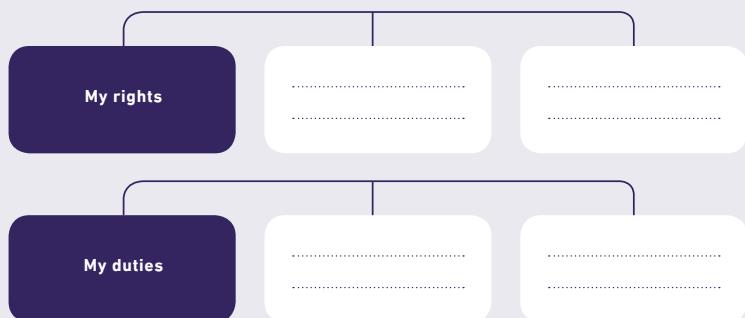
**3 Read about respect for human rights in the UAE then discuss the following point.**

The UAE is committed to the promotion and protection of human rights at home and around the world. The foreign policy of the UAE is based on the principles of justice, equality, and human rights. The UAE is determined to make a positive difference on a global level by working constructively to support the implementation of the principles of the Universal Declaration of Human Rights.

Domestically, the UAE places a high priority on respect for human rights in accordance with international human rights standards and is committed to the continual improvement of its own laws and practices, based upon the country's cultural heritage and religious values, which enshrine justice, equality and tolerance.

Since its founding in 1971, the UAE has built a tolerant, multicultural society in which people from all over the world live harmoniously together. The UAE Constitution outlines the freedom and rights of all citizens, prohibits torture, arbitrary arrest and detention, and protects civil liberties, including freedom of speech and press, peaceful assembly and association, and the practice of religious beliefs. Significant investments have been made in education, healthcare, housing and sustainable economic development.

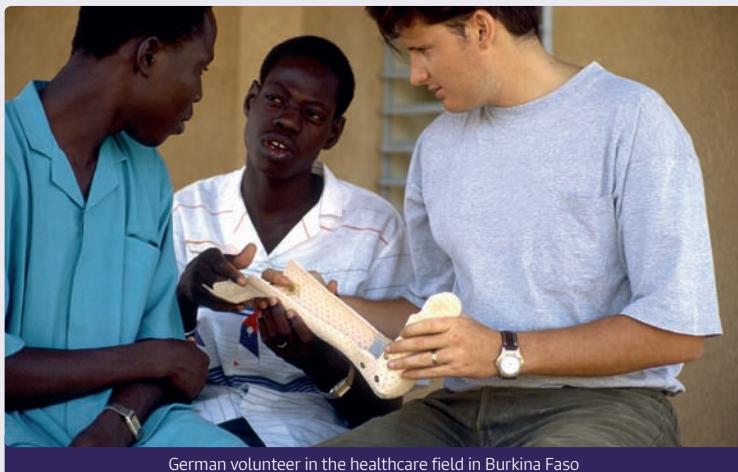
- a.** Make a list of four human rights you feel entitled to, and another list of four duties you should be committed to in order to preserve human rights within your community and the global community.



- b.** Conduct a survey in the class and ask your classmates to name the most important three moral rules that should be applied: in class, in the playground, on the school bus, at the school library, in the laboratory, etc.

**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.**

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, such as offering aid during sporting events or caring for the elderly.



German volunteer in the healthcare field in Burkina Faso

### 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:** The teacher helps 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.

In the United Arab Emirates, HH. Sheikh Mohamad Bin Rashid Al Maktoum launched volunteers.ae, the National Volunteering 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 performing voluntary work

- a. Voluntary work is a moral duty towards society. Explain the concepts both of voluntary work and moral duty.
- .....
- .....

**5 Deduc from these images:**

a. The moral rules reflected in the images.

b. The importance of practising ethics in daily life, and its impact on individual and society.



Students in the USA cleaning their town.



A young man helps an elderly lady carry her shopping basket

### Activity 5 (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.

**Lesson Objectives**

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

**Required Materials**

- Cards
- Pens

**Learning Outcomes**

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

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

**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:** The teacher helps 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.

- 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

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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?

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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?

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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 5

**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.

# 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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**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

**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:

- b. Illustrate what makes you a responsible person:

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

## 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!'



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



- a. Explain the importance of self-esteem and how it is related to responsibility towards oneself and others?
- b. List the factors that undermine self-esteem.
- c. 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 feel 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:** The teacher helps 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

A photograph of a young man with dark hair, wearing a light green t-shirt, sitting at a wooden desk in a classroom. He is looking down at his hands, which are resting on the desk. In the upper right corner of the image, there is a purple thought bubble containing text. Below the image is a diagram consisting of two overlapping triangles pointing towards each other. The left triangle is blue and labeled 'The student's feelings'. The right triangle is purple and labeled 'Ways of helping him'. A small number '31' is located at the bottom left of the diagram area.

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."

**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:** 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).

**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: \_\_\_\_\_

## 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.

<b>Contagious Diseases</b>	Diseases transmitted by different carriers (by touch, by air, ...) From one body to another.
<b>Awareness</b>	Know what things are, their causes and their consequences.
<b>Prevention</b>	Protection against diseases, especially infectious diseases.
<b>Malaria</b>	A deadly disease caused by parasites transmitted by infection among humans through insect bites.
<b>Malnutrition</b>	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
<b>Social Responsibility</b>	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.

## 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?



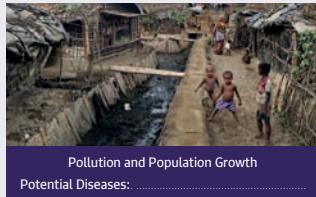
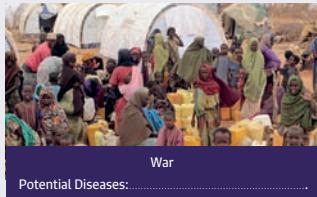
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### Introductory Activity 1 (5 Minutes)

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.



## 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.

### Activity2 (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.

## Activity2 (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 (S2I) 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.

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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 diarrhea, 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.	Through 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 organisations:**

**Reducing the problems and difficulties that individuals and peoples may face due to force majeures 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:** The teacher helps them in explaining what such systems are and how they work through extracting the information with the pictures.

**Advanced Students:** The teacher asks 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:  
Individual  
Responsibilities, Duties****Unit Objective**

This unit aims to introduce students to the essential morals, responsibilities and duties towards people they deal with in their daily life (family members, schoolmates and the community in general) and to help students to develop their abilities to contemplate and discuss the importance of such duties and responsibilities. This unit also highlights the necessity that all people should be equally recognised and respected, regardless of their origin, gender, colour, nationality and/or religion. This unit educates students on ethical duties, which are different from moral virtues.

**Unit Description**

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

**Unit 1****Ethics in the Context of Communities**

<b>Lesson 1</b>	The Definition of Community
<b>Lesson 2</b>	The Role of Our Communities
<b>Lesson 3</b>	The Form of Our Communities
<b>Lesson 4</b>	Guaranteeing the Safety of Communities
<b>Lesson 5</b>	Communities and Social Groups in the UAE

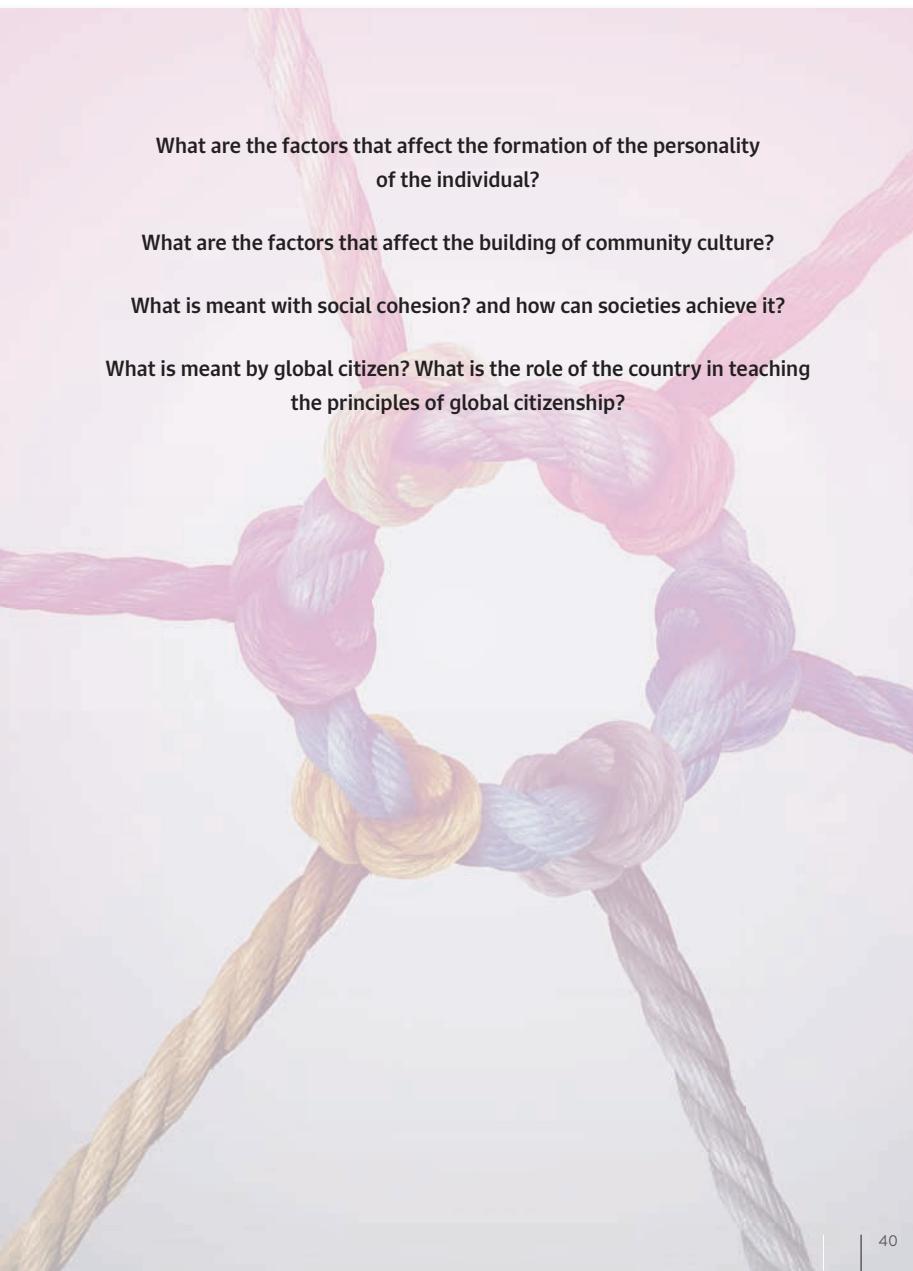


What is a Community? Are there Different Groups within the Community?

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**The Central Question**

It is the question around which all the lessons are centred, and about which students should think throughout the unit. Throughout the unit, students will have to understand the targeted concept in this question.



**What are the factors that affect the formation of the personality of the individual?**

**What are the factors that affect the building of community culture?**

**What is meant with social cohesion? and how can societies achieve it?**

**What is meant by global citizen? What is the role of the country in teaching the principles of global citizenship?**

### Exploratory Questions

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

### Learning Outcomes – Unit 1

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CM13 - Individual Responsibilities, Duties and Moral Obligations

- 1.** Talk in front of others about their duties and responsibilities towards their classmates.
- 2.** Realise and discuss their duties and responsibilities within their families in their daily lives.
- 3.** State some moral rules and highlight necessity of adhering to such important rules within a group: Stealing is wrong because..., lying is wrong because..., keeping a promise is necessary because...
- 4.** Contemplate what "a good action" means and how such action can be carried out, and to apply one or more of the moral rules stated in this unit.

### Lesson Objective:

This lesson aims at expanding an interest in morality within the broader Emirati community. It also discusses the concepts of community, social identity and social cohesion, and the ideas that people belong to intertwining social circles and communities require moral obligations from their constituents.

### Required Material

- A variety of pictures showing Emirati groups
- Display screen
- Big cardboard card

### Learning Outcomes:

1. Explain what a community is and why being a member of at least one community or a group is important.
2. Name the main types of communities and social groups in UAE.
3. Provide a description of at least one group to which the students belong, and identify some of the common values and duties shared by members of this group.

### Preliminary Activity 1 (5 minutes)

**This activity aims at specifying the types of the groups in the pictures and explaining the relationships between their members.**

- The teacher displays the pictures (using a display screen if available) and ask the students the following:
- a. Specify the types of these groups and explain the relationships between their respective members.

Students write their answers in the space below each picture.

Answers:

Picture 1 - Group Type: Sporting Team - relationship among members: Teammates - Individual-level competition - Club-level cooperation

Picture 2 - Group Type: group of workers - relationship among members: Colleagues - Competition - Support

Picture 3 - Group Type: group of farmers - relationship among members: Companions - Cooperation

Picture 4 - Group Type: group of students - relationship among members: Companions - competition

Picture 5 - Group Type: group of fishermen - relationship among members: Companions - Cooperation

Picture 6 - Group Type: Clansmen - relationship among members: Companions - Solidarity

## The Definition of Community

### Learning Outcomes:

- Clarify the meaning of community and the importance of belonging to the community or at least one group
- Describe the main types of communities and groups in the UAE
- Provide a description of at least one group that students belong to, and identify some of the common values and duties shared by members of this group

### Vocabulary

Community

Society

Belonging

- 1 Write down the types of groups you recognise in the following images and the nature of the relationships between their members.**



Relationships:



Relationships:



Relationships:



Relationships:

Picture 7 - Group Type: group of employees - relationship among members: Colleagues - Professionalism

Picture 8 - Group Type: Family - relationship among members: fatherhood - motherhood - filiation - solidarity

- b. **This activity is designed to enable students to recognise and distinguish between primary and secondary groups and identify how their members belong to such groups. This activity also aims to teach the students that primary groups are not separate from secondary ones. They overlap, as an individual can be a member of more than one group.**

The teacher asks the students to create and fill a table with primary groups (e.g. family, clan or village) and secondary groups (e.g. school, club, workplace, voluntary foundation).

Each student identifies and writes the groups to which he/she belongs (e.g. school, sporting club, family, etc.) The students then write this down in the specified space within the drawing.



Relationships:



Relationships:



Relationships:



Relationships:

**Community**

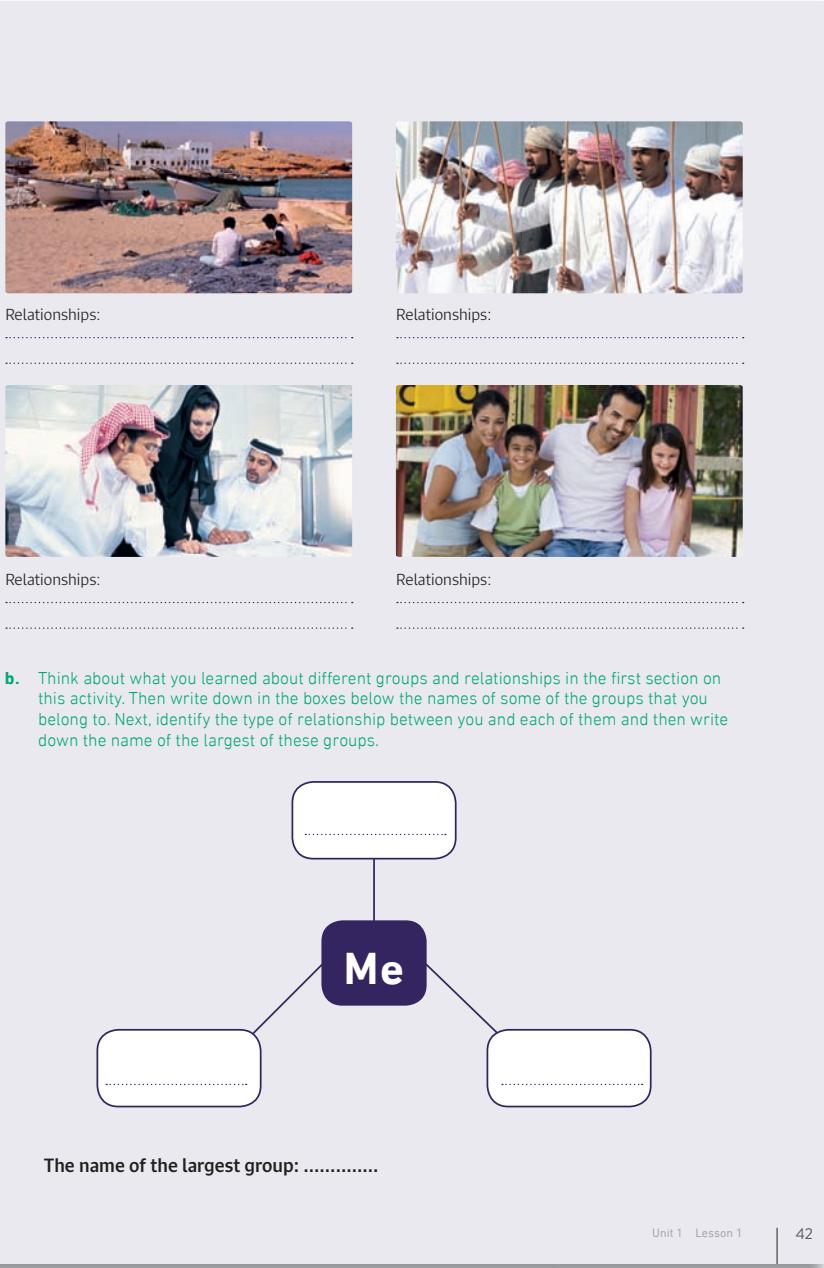
Community is a group of people who live and interact with one another in a specific place and in accordance with specific regulations.

**Belonging**

To be part of

**Society**

A group of communities.



- The teacher tells the students to draw a table and provide examples under the headings:

Primary Group & Secondary Group

The teacher may make use of the first activity's table by asking students to make an overlapping map between the two stated types of groups (i.e. primary - secondary). The teacher specifies a number of people: Father - Mother - Son - Teacher - State President - Sports Player - Fisherman - Employee

- Students draw maps of their own creation to highlight the overlap between groups.

## Activity 2 (10 minutes)

- a. This activity is designed to help the students determine the values that govern the relationships among the members of a given group (based on group type)

After reading the text, the teacher divides the students into smaller groups and allocates time for the students to discuss the text within their groups. Afterwards, the teacher asks his/her students to provide examples of the human values that govern the relationships among group members.

**Expected Answers:** Keep others safe - considering others' interests - Respect for others - respect for differences - good treatment - respect the freedom of others.

- b. This activity aims at enabling students to distinguish primary groups through the psychological and material needs provided to their members.

The teacher conducts a panel discussion (brainstorming) by asking the students about the psychological needs that each group fulfils for its members:

- How do you feel with your family (e.g. (safe - loved - powerful - supported - tranquil - proud, etc.) The teacher then asks the students to write down their feelings under the heading 'Psychological Needs Secured by the Group'.
- The teacher asks the students to list the material needs provided by the family: food, clothing, housing, health care, education, etc.

The students write down moral and material needs secured by such groups in the table under the heading 'Primary Groups'. They should also do the same under the heading 'Secondary Groups'.

**Expected Answers: Primary Groups:**

Moral needs (affiliation, safety, upbringing, emotional satisfaction, attention, etc.)

Material needs (care, education, health care, clothing, housing, security, etc.)

**Expected Answers: Secondary Groups:**

Moral needs (affiliation, mutual help, self-realization, communication, moral appreciation, common interests, etc.)

Material needs (mutual interests, material appreciation, acquiring a social rank, etc.)

- 2 Read a text on the concept of community and its components. And then discuss the points that follow.

The basic component of any community is the individual. A community is a number of individuals living in one area and interacting among themselves with a shared culture, profession, political system, or faith. Three elements characterise a community and distinguish it from other communities: individuals, area and relationships.

However, being in a community is not unique to human beings. Some animal groups also rely on their communities to improve their chances of survival. Moreover, animal communities display behaviours such as collective care for the young, cooperation to find food and collective defence of their territory.

A group is a social unit consisting of at least three people connected by relationships based on fulfilling material and moral needs. Groups may form a community connected by language, culture, political, social systems and common goals.

There are two types of groups: primary groups and secondary groups. Primary groups are considered groups of belonging because the individual belongs to them automatically. These groups are united by very strong emotional relationships, such as those between family members.

Secondary groups are those that individuals join voluntarily. They are called reference groups, such as schools and volunteer institutions. Relationships between members of these groups are often less emotional because they are rational and governed by rules. Also, it is worth mentioning that membership of a secondary group is usually temporary. You belong to your school, your football team, your sports club or the orchestra where you play a musical instrument for a certain period.

a. Write some examples of human values that govern the relationships between group members and contribute to the continuity of the group.

b. From the text, identify some of the benefits that an individual gains from belonging to the community group.

The teacher invites the students to use the table to identify common needs secured by primary and secondary groups for their members.

**3** What are the most important reasons why an individual belongs to a group? Read the article on the concept of social belonging by German sociologist George Simmel. Then discuss the points that follow.

The concept of social belonging is one of the main concepts that determines an individual's relationship with the group at all times and places. Humans are social beings, who live together and depend on one another materially and morally. Therefore, the essence of the individual's relationship with others lies in his or her need for support.

The importance of belonging on a social level is emphasised. Without belonging, the group loses the cohesion that depends on the extent to which it can fulfil the needs of its members. As long as the group fulfils the individual's needs, it can influence the individual's ideas and behaviour through the benefits he or she obtains by belonging to it, which are as follows:

- Individuals can fulfill personal and social desires that they cannot normally fulfil on their own.
- Individuals have a sense of security and calm within a group that they accept and which accepts them.
- Individuals adopt the standards and values of the group to which they belong, which requires identifying with its behaviour.
- Individuals acquire the cultural heritage that enables them to interact positively with members of their community.

- a. Choose a group that you belong to. Describe to your classmates the benefits you get from belonging to this group.
- b. Can individuals react to a crisis they are going through in their primary group in the same way that they would react to a crisis within a secondary group? Discuss and support your opinion with explanatory examples.
- c. Identify the educational means provided by the Emirati community to help promote community belonging.

**Activity 3 (10 minutes)**

- a. This activity is designed to help students identify and distinguish between the benefits gained from being a member of different groups, whether primary and/or secondary. Discussing such benefits may make students encourage one another to join secondary groups, which will afford them new opportunities to develop their personal and social potentials and skills.

Affiliation to a family or nation: It gives one a feeling of being rooted, proud and secure. It serves as a reference that one can rely on for major life matters. The teacher encourages the students to think about and discuss the following question: What if you did not have a family? What if you did not have a homeland?

Affiliation to a secondary group (club, sporting team, and/or cultural activity): Acquiring teamwork skills, working to achieve a common goal, abiding by the rules regulating relationships and dealings, punctuality, accepting the fact that sometimes it is important to give other members a chance to perform the tasks they master as it may be in favour of the group (e.g. a prominent striker, who is brilliant on an individual level, is asked to adhere to a team play strategy)

Affiliation with a scout association or a voluntary foundation Developing manual skills and interacting with natural elements. Maintaining close relationships

as volunteers collectively attempt to overcome challenges as they organize and accomplish charity or practical works.

- b. It is easier to resolve problems arising in secondary groups, as they can be handled reasonably in accordance with the rules regulating the relationships and activities within these groups. This is unlike primary groups where the emotional aspect usually prevails. In the worst case, if things remain unresolved people can leave a secondary group that they joined of their own free will.
- c. The students conduct research on sporting clubs, buildings and cultural organisations (museums, art centres, etc.) established under the patronage of the State of the United Arab Emirates.

Differentiated Education:

Question A: **Beginners provide one example.**

Question B: **Beginners** are asked to name the material needs secured by the family.

#### Activity4 (20 minutes)

- a. This activity is designed to develop electronic research skills, if the technology is available. If not, students can conduct paper research, relying on the encyclopedias available in the school's libraries. It also aims at establishing links between community building and influential events taking place in economic and scientific fields.

The teacher divides the students into smaller groups so they can conduct research on the impact of the industrial revolution on building European communities. **If technological means are available in the classroom**, every group chooses a single European country (e.g. England, France, Germany, etc.) and conducts research on the changes brought by the industrial revolution in this country. Such changes include the transformation from agricultural to industrial communities and how this impacted the lifestyles of men, women and families in Europe. Each group presents one aspect of the changes brought by the industrial revolution, e.g. faster means of transportation, industrial machines impacting productivity and manufacturing, the impacts of the revolution on arts and design, etc.

<http://www.vam.ac.uk/page/i/industrial-revolution/>

Each group gives a presentation (if possible) about their chosen aspect.

**If the technology is not available**, the teacher gathers information from different references available at the school library and the above website.

#### Activity 5 (10 minutes)

- This activity is designed to help students define the concept of "National Duty" and the entities concerned with such duties (all classes of people).**

The teacher asks the students to read and discuss the texts in groups.

- Students list the groups they belong to and specify the duties assigned by such groups (family: obedience to parents, helping siblings; school: in-class concentration, respecting teachers, obeying the rules; club: obeying the system, helping teammates, punctuality; neighbourhood: preserving a clean, green environment). The teacher closely follows up the work of each group and discusses ideas with them.
- The teacher draws a map of the United Arab Emirates on the board with the heading **National Duty**. Tips: The teacher questions the students and writes down ideas radiating out from the word 'Duty'. - **Expected Answers:** Duty to the nation, to work and contribute in preserving our homeland, defending

- 4** Historical events may occur in a country and change its social structure. Read the text about changes to the social structure in the UAE. And then discuss the points that follow.

The discovery of oil in the UAE community led to several fundamental changes to all of its community systems and relationships. Kinships, which relied on the extended family or tribe and used to determine the status and position of a person, have changed. Moreover, new variables have emerged to become the main determinants of a person's status and position. The most prominent of these variables are education, the emergence of the nuclear family and the change to many values and roles within the family. Furthermore, openness to the outside world has led to fundamental changes in the roles and status of family members. New social segments appeared in the UAE community, which were not present before the discovery of oil. This is because the presence of the modern state and the development of its management institutions have led to a massive increase in the number of employees. Because of a scarcity of local labour, the state needed foreign workers who flowed into various departments and sectors.

These new foreign workers from different nationalities (more than 200 nationalities) have played an important role in the development of community and the diversity of culture and values.

- a. Research the Industrial Revolution and its impact on European social structures.

- 5** Not only does the social structure of a community change, but its scope may also change as the community expands. Read the quoted text adapted from the National Archives of the UAE. And then discuss the points that follow.

The late Sheikh Zayed (may God have mercy upon him) emphasised the importance of the federation when he became ruler of Abu Dhabi on 6 August 1966. He said: "In harmony and in some sort of federation, we could follow the example of other developing countries." The importance of the federation and the need to work in cooperation with the other Emirates have been the pillars of his mandate. Despite his full awareness that the Union was a modern concept for the region, he had a firm conviction that it could be established, based on the mutual ties between the different Emirates and the history and the heritage they have shared for centuries. Sheikh Zayed worked on translating his principles and ideas about federation, cooperation and mutual support into action. This was achieved by allocating a large part of Abu Dhabi's income from oil to the Trucial States Development Fund before the establishment of the UAE as a federation.

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our homeland, city development, keeping parks and public places in good condition, keeping the environment safe and green, taking part in afforestation campaigns, learning, preserving ethics and values, commitment to the government's vision for building a better future).

When the drawing is completed, students are taught that everyone is responsible for national duty, to keep the country prosperous.

#### Differentiated Learning:

Question A: The group includes beginner and advanced students.

Question B: The teacher asks the beginners first.

**Activity 6** (10 minutes) Conclusion

- a. Define your duties towards your country in terms of your role in each of the following groups: family, school and neighbourhood.
- b. With one of your classmates, think about reasons that may increase an individual's sense of belonging to a community.

**6** Bearing in mind the texts you have read and the information you have acquired, write a ten-line paragraph outlining the impact of development on the growing number of groups to which individuals belong. Pay particular attention to the impact of social media.

The texts may include different ideas. However, it is important that students refer to the role of social media in establishing new communities that are not confined to a certain geographical space.

### Lesson Objective

This lesson aims to create understanding of the meaning of "Social Identity" (to a level compatible with their age), i.e. the role/identity or the position they take within their communities, and identifying their contributions on the community level.

### Required Materials

- Empty mind maps as per the number of students
- Book
- iPad
- Coloured and small cards as per the number of groups
- Big piece of card for each team
- Medium size

### Learning Outcomes:

1. Explain what a community is, and why being a member of at least one community or social group is important to most people
2. Describe of (at least one) community or social group to which the students belong, and specify some of the shared values and duties that each member in that community or social group should abide by

### Lesson 2

## The Role of Our Communities

### Learning Outcomes:

- Clarify the meaning of the word "community" and the importance of belonging to a community or at least a group
- Provide a description for at least one group that the students belong to and identifying some of the values and duties shared by the members of that group

### Vocabulary

people of determination

social identity

secondary groups

### 1 Who am I? Fill in the card below and then tell your classmates your answers to the last four elements.

My name	
My gender	
My age	
My family	
My school	
The emirate where I live	
My city/village/neighbourhood	
My favourite hobbies	
My nationality	

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### Preliminary Activity 1 (5 minutes)

This activity aims to help students understand the meaning and factors of "Social Identity".

The teacher distributes copies of the identification cards contained in the book to the students. Students should fill in the cards with the required information and then hand them back to the teacher. The teacher then divides the board into four columns labeled with the last four headings listed on the card (a group I'm active in, my city/village/neighbourhood, favourite hobbies, my nationality). The teacher picks four students, and each of them writes the answers of every element in its dedicated column. Finally, students as well as the teacher contemplate how diverse the social identities of the students are.

People of Determination	Individuals who suffer from physical, motor or mental disability.
Social Identity	The sense of belonging to a human group with social, cultural, psychological and historical characteristics, which distinguish this group from others and form an entity embracing all its members.
Sub-groups	This term refers to the groups of individuals with emotional connections, common interests or practical objectives.

## 2 Read this text about social identity. And then discuss the points that follow.

In her book "Social Identity: Knowing Yourself, Leading Others" (2009), Kelly Hannum, researcher and assistant in the Global Leadership and Diversity Project, said that social identity consists of personal elements that usually come from the groups that a person belongs to, whether the groups are related to age, gender (male or female), nationality, race, tribe, religion or social and economic status. Your social identity can determine the way you deal with others. In addition, the social identity of the people around you influences their perception of you and others, as well as the way they deal with you and others.

Consequently, social identity can be thought of as the individual's perception of his or her identity, starting from the groups that he or she is a member of.

- a. Express your opinion about the following statement: "Social identity is always a source of pride and honour."

## 3 The family is a society that influences the child's education, refines the child's personality and makes him or her the person he or she becomes as an adult. Read the text from the book "A Cup of Coffee: The Emirates in the Memory of its Children, Part 3". And then discuss the points that follow regarding how the groups and environment that a child belongs to can influence his or her education and upbringing.



## Activity 2 (10 minutes)

### This activity aims to help the students realise.

that social identity is the mirror of the identity of the members of society.

It consists of the personal elements of its members and the ethics and respect. Thus, social identity is a source of pride and pride for the members of this society.

## Activity 3 (10 minutes)

The students silently read the text.

- a- This activity aims to help students realise the impact of a community on an individual, including the games and activities they practise.

The teacher runs a discussion panel to compare between material games vs electronic and digital games in terms of the skills developed by both games and the relationships formed between children during playtime.

Skills developed:

1. Old and physical games and sport activities: Hand skills including building skills, beaded (necklace) creation skills; communication with nature; directing understanding the cause/effect concept (especially in movable games); hand-eye co-ordination...
2. Electronic and digital games: Hand-eye co-ordination; higher speed observation; improved responsiveness...

b. The teacher asks the students if they can imagine themselves not belonging to any digital community (e.g. social media, online games) and also asks them to justify their answers with one or more reasons.  
**Expected Answers:** No: Because I would feel outdated; because I would have less chances to communicate with others; because I would have less entertainment options...



... We highlight here the ways in which parents take care of their children, starting from direct supervision and taking children to groups, to paying careful attention to their behaviour and their movements outside the home.

Since early childhood, children inherit customs, traditions, concepts, arts, and experiences. For example, some children make a game of making small sailing boats of different forms, names, sizes and colours, using cuttings of metal sheets or of palm trees, along with other materials. These children go to the seaside in all emirates, especially in the summer, organising races for their boats and playing traditional sea games inspired by their ancestors.

In this context, let's consider the Omani oasis of Khasab, which many mothers and their children in the past visited in the summer months, especially those from Dubai and Abu Dhabi. They went there on small sailing boats to spend the summer settling there as the men were away on seasonal diving trips. In that atmosphere of farms and mountains, children spent the afternoon each day making small boats and playing sea games.

a. Fill the table with old-fashioned and newer games.

old games	new games

b. How do you organize your time while playing electronic games? What would happen if you did not belong to any digital community? Explain your answer.

c. On the map, show the location of Khasab.



**Activity 4 (15 minutes)**

- 4** The role of education does not depend only on the family and school, especially in cases of people of determination. Read the summary of Loretta Claiborne's life story and an overview of Timothy Shriver's book on the Special Olympics to discover the role that voluntary associations can play in education.



Loretta Claiborne was born in 1953 in Pennsylvania. She was the middle daughter in a poor family of seven children raised by a single mother. She was born partially blind and suffered from an intellectual disability. She did not speak or walk until she was four years old.

During her childhood years, Claiborne endured bullying and harassment from the children around her because of her differences. As a result of often having to run away from her bullies, she discovered the pleasure of running. She was then introduced to the Special Olympics by the social specialist Janet McFarland. The Special Olympics were founded by Ms Eunice Kennedy Shriver, sister of former US President John F. Kennedy. The organisation started "Camp Shriver" designed to provide young people with intellectual disabilities the opportunity to integrate with athletes without intellectual disabilities in an environment that develops their social interaction and motor skills.

Claiborne went on to cross the finish line in 26 marathons. She was also twice ranked among the top 100 women at the Boston Marathon. She has received many medals and awards for her achievements in sport.

Running was not the only activity Claiborne was engaged in; she achieved the fourth-level black belt in karate, mastered four languages including American Sign Language, and received two honorary doctorates from two universities in the United States. Consequently, she became the most highly decorated person with intellectual disability in the world.

- a. Write about three UAE athletes who participated in the Special Olympics.

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### Activity 5 (10 minutes)

This activity aims to help the students realise the primary values of volunteering.

- The teacher asks the students to verbally list all the values and motives that drive people towards volunteering work stated in the following two texts.

The Aflaj in Al Ain City Values: Answering the Head of the State's call; co-operation; chivalry and generosity; sense of community

Motives: Need for water as a vital resource

Clean-Up Campaign: Values: Answering the Head of the State's call; co-operation; sense of community; selflessness

Motives: Environmental preservation; an opportunity to establish friendships based on common interests

b- If means of technology are not available, students should visit the URL listed in the activity. Each student chooses the volunteer work he is interested in using technological means (e.g. PowerPoint presentation) or not (creating a poster) to present an outline for a volunteering campaign.

- 5** No matter how great the individual's achievements are in his or her society, some goals can be achieved only through group work.

The following two texts provide striking examples of the role of society in achieving goals that are in the common interest, through voluntary action in the United Arab Emirates.

#### Text 1: Water is the Bedouin Dream

Sheikh Zayed bin Sultan, (may God have mercy upon him), recognised the importance of agriculture for the city of Al Ain. However, the scarcity of water was a major obstacle, and he saw with his wisdom that water should be available for everyone. In the past, fresh water from the falaj system was divided by people that controlled it, and he decided to give up the share of the ruling family. When people saw what he had done, they were moved by his good deed. So, they decided to follow his example so that water could be available for all and for free. Then Sheikh Zayed gathered the tribesmen, and asked them to help him dig new expansions of the falaj system, including Falaj Al Sarooj, and to help maintain others, such as Falaj Al Mutaredh. This falaj had remained intact since the days of his grandfather, Sheikh Zayed bin Khalifa (may God have mercy upon him). People joined in, and helped him complete the work, and water became freely available for everyone. The aspirations of Sheikh Zayed were high, but the resources were limited. Nevertheless, he spent his money repairing the falaj system, buying water pumps and bringing in agricultural experts, and Al Ain city grew and developed.



**Text 2: A Campaign to Clean the Land**

One afternoon in February 2012, crowds began to arrive at Al Khatem from all over Abu Dhabi. This was in a response to a call by His Highness Sheikh Abdullah bin Zayed Al Nahyan, Minister of Foreign Affairs. This gathering was a way for people to show their belief in the importance of volunteering and their commitment to community participation.

His Highness launched this campaign in order to raise awareness among the land-goers of the importance of preserving the cleanliness of the environment in the country. His Highness praised the great role of the participants in the success of this campaign. As well as instilling a culture of volunteering, the campaign highlighted how to preserve a clean environment through voluntary participation by cleaning the desert areas of waste left behind by camping. Moreover, the campaign called for raising awareness of the importance of preserving the UAE natural environment.



- a.** Analyse and compare the values and the motives that led the residents of Al Ain to help Sheikh Zayed, (may God have mercy upon him), to start digging in the city; and those that prompted the people to participate in a cleaning campaign.
- b.** Research about volunteering fields in the UAE and identify the field that you feel fits your interests. Design and outline a voluntary campaign that addresses a problem in this field.

- 6** Choose a group that you belong to and write a ten-line paragraph about the reasons why you belong to this group, how you belong to it, the rules that you comply with inside it, your roles and duties towards it, and the role this group plays for you and the society.

**Activity 6 (10 minutes)**

Every student chooses a group that they belong to (sports team, music group, scout team, social service team, Red Cross, etc.). He should then write a ten-line paragraph stating the following:

- Why he belongs to this group
- How he belongs to this group
- Rules and regulations that must be followed
- His role and responsibilities
- The role that this group plays for him and the community.

**Lesson Objective:**

This lesson aims to introduce the students to the main principles of community morality that focus on how students form their identities in the community and how these identities may change through participation and involvement in different communities.

**Required Materials:**

- Smart board, if available
- Technological means for research and presentation, if available
- Big cards
- iPad

**Learning Outcomes:**

1. Clarify what a community is and why being a member of the community or at least one group is important.
2. Mention the main types of communities and groups in the UAE.
3. Give a brief about (at least one) group that the student belongs to and specify some of its shared values and duties that members should abide by.

**Introductory Activity 1 (5 minutes)**

**The aim of this activity is to enable students to identify marine proverbs and deduce the role of the coastal community in influencing the culture. The students read the marine proverbs, try to guess their meanings and discuss the clear impact of the land's geographical nature and the coastal community on the popular beliefs of the UAE population. The teacher then discusses what the students presented to emphasise the idea.**

**Lesson 3**

# The Form of Communities

**Learning Outcomes:**

- Explain what a community is, and why being a member of at least one community or social group is important
- Describe at least one community or social group to which a student belongs, specifying some of the common values and duties that each member in that community or social group is supposed to abide by

**Vocabulary**

Responsibility

Nationalism

- 1** Proverbs reflect the culture of the people. What cultural aspects of Hawaii and the UAE do the following proverbs reflect?



They say in Hawaii:  
No skill required in catching shrimps



We say in the UAE: He who wants to be at the front of the ship must tolerate the splashes of the water

**Responsibility**

Duty

**Nationalism**

Refers to emotional and sentimental acts towards ones' nation.

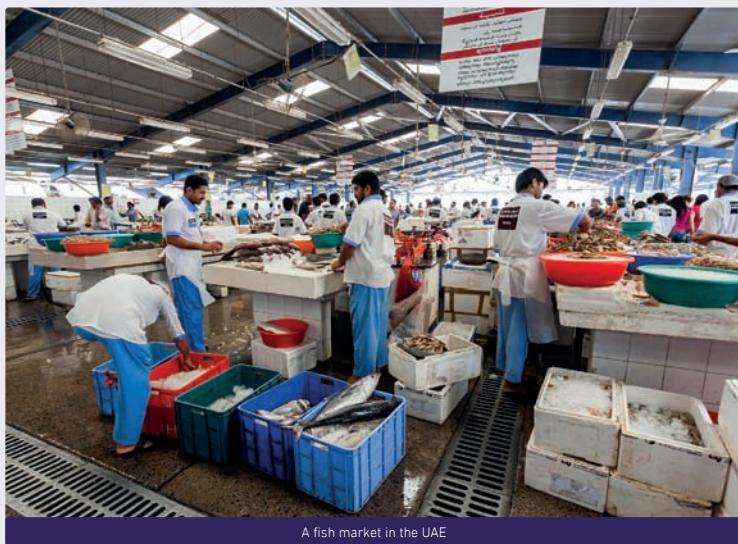
**2** Read about the marine environment in the UAE and Africa. Then complete the activity that follows.

The Role of the Sea in the UAE

The sea has played an active and vital role in the history and development of the UAE. It has also had a significant social, cultural and economic influence. Everyone in the UAE who lived along the coast was involved in marine activities- whether diving, pearl mining, fishing or sailing to neighbouring countries for trade. Since ancient times, the people of the UAE have had close ties to the sea, which has given them a deep attachment to coastal life.

Ali bin Matar Al-Shamsi, an 80-year-old sea captain, has spent his entire life around the sea. "Emiratis have a strong relationship with the sea. It is a relationship with historical and cultural dimensions. One cannot overstate how much Emiratis are part of the sea. This symbiotic relationship between Emiratis and the sea can be seen in many aspects of Emiratis' lives. We are united with the sea and in thrall to its absolute beauty. This connection has produced many social, cultural and creative traditions, customs and ceremonies," says Al-Shamsi.

Al-Shamsi continues, "Maritime professions are old. And they are deeply rooted in the culture of coastal populations. These people practice these professions with great passion and determination. These activities require a certain amount of experience, as well as a great deal of bravery and patience. Divers or fishermen must have these qualities in order to be able to earn a living while coping with extremely hot weather. For Emiratis, diving is an epic, eternal story and an endless journey to discover the deepest secrets of the sea."



A fish market in the UAE

Each community has certain natural and geographical conditions that are affected by many factors. Therefore, the group's lifestyle adapts to the natural environment. The most important of these factors are:

**A. Climate:** This includes temperature, humidity, storms, winds and the amount of rain. All of these affect the quality of agriculture and the group's life.

**B. Size of the Surrounding Group:**

This refers to the group in a village, city, or agricultural or industrial areas, because the size of a given group affects the type and nature of services provided to such group.

**Activity 2 (20 minutes)**

**a. The aim of this activity is to identify the shape of the UAE coastal community and compare it with other coastal communities in Africa.**

The students read the text, either out loud or silently, as deemed appropriate by the teacher.

If technology is available: The teacher asks the groups to conduct computer-aided research about the lifestyle in the coastal areas of the UAE and South Africa, focusing on the characteristics and practices and the challenges faced by the inhabitants of the UAE and African coastal regions. The students then present the similarities and differences between the two communities.

- If technology is not available: The teacher collects and distributes some articles or information among the students, so they can conclude and present the answer of the assigned question. Information may be found (in Arabic only) via the following links:<http://www.emaratalyoum.com/life/four-sides/2014-10-26-1.721720>

<http://www.emaratalyoum.com/life/four-sides/2015-05-17-1.784576>

<http://www.albankaldawli.org/ar/news/feature/2013/06/05/west-africa-fishing-communities-restore-health-to-ocean-habitats>

b. The teacher displays images of the coastal community in the UAE and the African coast.

Think, pair, share: The teacher displays the phrase "Types of Professions"

- Each student thinks individually of the types of professions in both communities (for a minute).

- Pairing: The students discuss what they think in pairs (for 3 minutes).

- Sharing: Each group discusses and writes down one answer.

- The students present and write down the answers in a table as a comparison between the two communities.

The teacher continues the presentation and displays the phrase: "Financial Characteristics" for a comprehensive comparison between the two communities.

The teacher emphasises that every community has a special nature, affecting the community's culture and lifestyle. Therefore, members of the group must learn how to adapt to protect themselves from and/or control such nature, including the climate, the nature of the land, terrains and natural resources. Sometimes, nature determines the prevailing types of professions. For instance, certain professions, such as sea-related professions and working in marine products and services, prevail in coastal cities.

**c. Topography:**

This means planning places, especially cities or villages and knowing the terrain of the area including any plains, mountains or valleys. Topography is highly important to determine the best means of communication and transportation, and consequently the type of professions that can be of interest to such groups.

### The Role of the Sea in African Countries

For coastal populations across West Africa, the ocean is a way of life. It is also a major source of income and nutrition, especially for the poor. In countries such as Mauritania, Senegal, Guinea, Guinea-Bissau, Ghana, Liberia and Sierra Leone, the Atlantic Ocean provides a vast habitat for a rich variety of marine biodiversity. The fishing industry brings about \$4.9 billion annually to this region, increasing gross national incomes, supporting private incomes and providing food security for fishing communities.

"In Africa, fisheries provide 10 million jobs for local communities," says Gamal Al-Saghir, Director of the African Sustainable Development Sector at the World Bank. As management systems improve, these fisheries could generate at least \$2 billion extra each year. As well as mineral wealth and other non-renewable resources, this could make a constant contribution to economic growth across the region.



A fishing boat in Senegal

- a. Conduct research on the lifestyles of people in the coastal areas of the UAE and Africa. Focus in particular on the characteristics of each coast, the practices followed by each community and challenges they face. Then compare and contrast their respective situations.



The African countries along the Atlantic Ocean

- b. Fill in the table below with details of marine employment in the UAE and Africa.

UAE	Africa

### 3 Read about the Document of Conduct and Ethics of the Emirati Citizen. Then complete the activity that follows.

The document of Conduct and Ethics of the Emirati citizen was approved by the Cabinet in Union House on 27 November 2012. The document aims at bringing up a new Emirati generation that is aware of its responsibilities and duties towards its nation, family and community. This document comprises the most important characteristics, manners, values and skills which Emirati citizen should be distinguished with.



- a. Create a short story or a feature film about the basic Emirati values that are passed down from one generation to another.  
 b. Conduct research on the unique values and behaviours of Chinese people. Compare your findings with the predominant values and behaviours of Emirati people.

### Activity 3 (10 minutes)

A. Through this activity, students will be able to conclude the importance of social values nurtured since childhood. The teacher displays a film about the importance of values. <https://www.youtube.com/watch?v=KkUDk8CU8qg>

- **If the technological means are available:** Group work: The teacher asks the students to make their own story about a popular proverb of their choice or his, by making a short film that does not exceed ten scenes. Each group then presents their story (or short film) while explaining the values covered.

- **If the technological means are not available:** The teacher gives each group a popular proverb and asks them to write a story about it. The story should not exceed ten lines (sentences). The stories are then read out in the classroom.

b. The students continue their research on values and behaviours in the Chinese community vs the document of Conduct and Ethics of the Emirati Citizen. They are required to compare and contrast the two communities.

#### Activity 4 (10 minutes)

The teacher asks the students to read the text as a group and discuss its content: 2021 – UAE's vision of the confident and responsible Emirati.

a. The aim of this activity is to motivate the students to self-start and work according to the values they were raised on.

A panel discussion to answer the question: "Why should the individual apply such values to himself first?"

- Because they have to be internalised within oneself
- Because if they were not a part of one's character, one cannot convince others of their merits
- Each student determines the one characteristic he wishes to change, while explaining the reason behind such wish and the value that will be developed as a result of this change

**b. The aim of this activity is to educate the students on the importance of one's role within the family, in order to enhance cohesion among its members, and the importance of role distribution and mutual help. It also aims to urge those who are not playing a role to start doing so.**

- The student starts talking about the role he plays within the family (the teacher helps by asking, "what do you do?" or "what are the tasks assigned to you/ what are the tasks assigned to you during family events?") **on a regular basis:** helping the mother to tidy the house; helping the father to take care of the garden; opening the door when visitors arrive; cleaning your own room; etc.

**During family events:** arranging a hospitable reception; buying gifts; decorating the house; etc.

**In the absence of parents:** taking care of younger siblings; protecting the house; answering the phone; maintaining cleanliness and calmness; etc.

**4** Read "UAE Vision 2021", which demonstrates the required qualities of a responsible and reliable Emirati citizen. Then complete the activity that follows.

Emiratis have the required confidence and sense of responsibility to shape their future at a steady pace and with a high entrepreneurial spirit. They also actively participate in the process of building their nation, armed with noble moral values, promoting a sense of accomplishment and self-fulfilment.

We want Emiratis to move forward with confidence so that they can create a promising future for themselves and their homeland. Moreover, each ambitious Emirati citizen is deeply committed to his national duties, and through such firm commitment personal success grows along with moral responsibility. Emiratis promote this noble and socially responsible dimension of their behaviours through greater and more effective social participation. Therefore, a successful Emirati should be aware of his responsibilities towards others, and share his successes with other members of society. Those who do good to others express their deep commitment to serve the country and make a good example. They also gain the appreciation of their society and enjoy feelings of self-satisfaction.

- a. Why should people begin themselves in practicing values and being responsible? What particular value would you like to practise?
- b. What responsibility do you generally take on when your family is away or during special occasions?

**5** Read the text about the Dubai Forum, which paid special attention to the issue of global citizenship. Then complete the activity that follows.

Attended by over 2,000 delegates from public, private and social sectors, the Forum focused on the theme "How to make real global citizens". The Director-General recalled that UNESCO, a partner of the Forum, had fought hard for global citizenship education to be featured as a target in Sustainable Development Goal 4, encompassing "a holistic vision of why education cannot wait".

During another discussion session with Camfed's Lucy Lake, former Greek Prime Minister George Papandreou and Rebecca Winthrop from Brookings, the Director-General defended education as an answer to the rise of populism. This calls for educational transformation through universal access to quality education with equity and inclusion as yardsticks, in addition to a fresh focus on content that fosters new values and skills for new times. "We need education that both provides relevant skills for the markets of today and tomorrow and education that promotes critical thinking, understanding between cultures, which strengthens democratic values and the resilience of societies and the planet based on new forms of global citizenship," she added.

Opening the Forum, Mr Sunny Varkey, founder and chairman of the Varkey Foundation, affirmed that education should help children from every country, culture and faith learn that there is more that unites than divides and provide the inspiration and tools to make a positive imprint on the lives of others.

- a. Define the role of the UAE in enforcing the initiative launched by UNESCO for Global Citizenship Education.
- b. Develop a draft project at your school that promotes global citizenship based on the key conceptual dimensions identified by UNESCO in consultation with experts from all over the world.

The Key Concepts of Education for Global Citizenship and Education for Sustainable Development

Cognitive Skills	Learners acquire more knowledge as well as the skills of critical thinking and understanding of global issues and the interdependence of different states and peoples
Emotional and Social Skills	Learners feel a sense of belonging to a common human background, in which they share values, responsibilities and rights  Learners show empathy and solidarity with others and respect differences and diversities
Behavioural Skills	Learners act effectively and responsibly in local, national and global contexts in order to build a more peaceful and viable world

Source: UNESCO prepared a schedule on the basis of the information provided by experts from around the world in the field of education for global citizenship and education for sustainable development, as per the Technical Consultation on Global Citizenship Education held in Seoul in 2013, and the UNESCO First Forum on Education for Global Citizenship held in Bangkok in 2013.

**Activity 5 (15 minutes)**

**The students read the text and discuss its content: It is not enough just to teach children to read, write and count. Education must spread respect for others and the world, and help people build fair and just communities that are more inclusive and peaceful. This kind of education is the core of the initiative "Education First" launched by the United Nations worldwide, which calls for governments to put education at the top of their agenda.**

- a. The aim of this activity is to focus on the importance of global citizenship and the role of the UAE in promoting it.**

The teacher expects the following answer:  
The development of the educational system in the UAE is based on the dissemination of science and culture to be accessible to all.

The role of the UAE is to promote educational opportunities based on contemporary programs and curricula that help young people to develop their capacity for independent opinion and critical and ethical thinking. This promotes understanding, solidarity and tolerance among individuals locally and globally. Thus confirming the citizens' readiness to be global citizens as stated in UNESCO's initiative

- b. The aim of this activity is to encourage students to implement the concept of global citizenship in the school through analysing, relating to the community reality and planning.**

The teacher divides the students into groups and asks them to start planning a project to promote global citizenship based on the main concepts identified by UNESCO: creating a student newspaper that deals with global issues; making presentations on children's rights; creating programmes to build peace; etc.

During the ten-minute presentation, the teacher must highlight the importance of the project to promote global citizenship. Furthermore, the presented content will be up for discussion and exchanging points of view, with appropriate justifications.

**Lesson Objective:**

This lesson aims to define the factors contributing to the safety of communities (such as the compatibility between the target of the community and the aspirations of its members). It also seeks to introduce students to the concept of "social cohesion" and its importance for the society to which they belong.

**Required Materials:**

- Lesson pictures, video display device, paper, pens, computer

**Learning Outcomes:**

- Explain the meaning of social cohesion, and the reason why it has great value for the communities to which the students belong.
- Discuss the importance of promoting social cohesion in the groups to which the students belong, and then in the wider community of the UAE.

**National Service**

A period of obligatory service in the armed forces of the country.

**Belonging**

The connection that a person has to another person, group or community.

**Social Cohesion**

This expression refers to the association of the individuals with one another through social and cultural connections. It is usually used to explain the cohesion between members of small groups, which is either motivated by the meaning of the small group to its members, or by interests and goals that group members pursue by belonging to it.

**Marginalisation**

Treating someone as insignificant.

## Guaranteeing the Safety of Communities

**Learning Outcomes:**

- Indicate the meaning of social cohesion and the importance of this value for the communities to which the students belong
- Discuss the importance of fostering social cohesion within the groups to which the students belong first and then in the wider community of the United Arab Emirates

**Vocabulary**

Belonging

National service

Marginalisation

Social cohesion

- 1** Read about the main pillar of the UAE vision. Then discuss the definition of social cohesion.



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**Introductory Activity 1 (5 minutes)**

**This activity aims to enable students to define social cohesion through a conclusion. The teacher asks the students to read Kenya Vision and UAE Vision to conclude a definition of social cohesion.**

**Students discuss among themselves and circle around phrases that reflect social cohesion:**

**The correct answer: The individual's engagement with general values and criteria/The unity of individuals within the group/Mutual dependence between the individuals.**

**Define "Social Cohesion".**

The "social cohesion" expression is usually used to explain the cohesion between the members of small groups, which is either motivated by the meaning of the small group to its members, or by interests and goals that group members pursue by belonging to it.

**Activity 2 (15 minutes)**

- a. Draw a circle around the statements that express the meaning of social cohesion.

Linking individuals to general standards and values	Broken relationships	Mutual dependence between individuals
Deterioration of individual values	Unity of individuals within the group	Social isolation and feeling threatened

- b. Define "social cohesion."
- .....
- .....

**2 Having learned the meaning of social cohesion, read about its importance for community growth. Then complete the activity that follows.**

A cohesive society provides the basis on which to prepare people to face the risks of life and to promote the confidence of individuals in their neighbours and governmental institutions. It also encourages people to work for a brighter future for themselves and their families. Social cohesion is the endeavour to reach a greater comprehensiveness, to increase the participation of citizens in social work and create opportunities for promotion.

How can governments promote social cohesion? The structural transformation of economies resulting from their integration into the world economy offers unprecedented opportunities for a variety of policies to promote social cohesion.

Moreover, social cohesion requires group participation and active co-operation of all actors in society—the government, the business sector and civil society—to undertake collective group work. Professor Guten said: "Social cohesion is the end, but also a useful means, and it is so difficult to sustain long-term growth and move forward without social cohesion."



The students read the text and the teacher generally introduces some of the concepts included. The students discuss the importance of development to achieve social cohesion.

**a- This activity aims to enable the students to look at various other aspects covered by the United Nations Development Programme (UNDP).**

- The teacher asks students (in groups) to extract, through online research, the aspects of the UNDP: (economy, education, social policy, housing, health, labour market)

- Ensuring the persistence of the strong and stable position of the UAE in the various indicators of national human development

**b- This activity aims to develop the national sense at the economic level and promote the cohesion that affects all economic aspects: social, educational, population, services, etc.**

The teacher switches groups to mix students with each other and asks each group to come up with three suggestions that contribute to the cohesion of the members of UAE society in order to promote economic growth in the UAE:

- Wide advertising campaigns to encourage the purchase of local products
- Increasing taxes on foreign products
- Limiting the import of foreign products that have national alternatives

The students pin the list on the fixed classroom board.

**c- This activity aims to enable the students to give a speech in front of their classmates that addresses a social issue.**

The teacher asks each student to write a short speech that represents the social cohesion determined by the student himself with an illustrative example: its members, objectives, activities, the role he plays in it, the cohesion of its members (e.g. the football team whose members give up selfishness to win and ignore their personal desires in order to achieve their goal), his feelings towards this cohesion and his contribution to it.

Each student presents his own model to his classmates while highlighting the positivity of social cohesion with the help of the teacher.

**Differentiated Learning:**

**For Beginners:**

- The students are given the option to give a speech or make a show where they use their skills to present the importance of social cohesion.

**For Advanced:**

- The students organise a seminar in which they invite the teacher to talk about social cohesion and they give their speeches during it.

### Activity 3 (15 minutes)

The students read the text and discuss the objectives of Vision 2021 to achieve social cohesion and integration and the role of the youth in fulfilling this vision.

**a- This activity aims to introduce the students to the concept of integration within society or the group to which they belong against the concept of marginalisation. It also seeks to encourage students to be active within their groups.**

- After reading the text, the teacher asks a group of students to research the meaning of "marginalisation" or "marginalised" and provide illustrative examples. The teacher asks another group to make a list of the ways to sustain relationships with the required models.

- The students work within their groups then present what they have concluded and discuss the proposed ideas about marginalisation and ways to enhance relationships while giving examples from their personal experience.

**Marginalisation: "When the person becomes of secondary importance and not integrated within society, so that he feels lonely and out of the group's range and resorts to isolation. Or when the group socially eliminates that person and deprives him at economic level."**

**Within the Family:** He is not entrusted with any tasks by his parents or siblings, so he feels useless.

**Between Schoolmates:** He does not have any friends/He does not participate in class.

**The Negativity of the Marginalisation:** The marginalised person lives in an isolated life, filled with indignation at the group members and society, and fails to integrate in the society.

Every group represents its work, prepares and pins a list of the negatives of the marginalisation on a big board in the classroom.

**b- Three ways to sustain relationships with: an older man, a schoolmate of a different nationality, a neighbour:**

**With the older man:** offer him food; spend time with him so that he does not feel alone; tidy his room; make him a place to sit; etc.

**With the schoolmate:** Help him with his studies; advise him; offer comfort when he feels sick or unhappy; play with him; etc.

**With the neighbour:** help him take care of his garden; give him sweets; do not disturb him; meet his requests; etc.

Each group presents their ways to enhance relationships so that students can learn different and various ways.

**c- This activity aims to introduce students to the stages of the founding of the Federation, starting from the idea to the establishment of the country and the role of the leaders and founders.**

- a. Look for the United Nations Development Programme (UNDP) and highlight its importance for the growth of the world and UAE communities.
- b. Suggest three procedures that contribute to individual cohesion within the community to sustain economic growth within the UAE.
- c. Write a speech about the importance of social cohesion and belonging to appropriate groups. Discuss a groups that you are part of and express your feelings at being part of it. Deliver the speech to your classmates.

**3 Read the following article about social cohesion in the United Arab Emirates through the 2021 Vision, Then discuss the points that follow.**

Strong social relations represent the central pillars of a vibrant society. As well as providing an essential safety net against social exclusion, communities are the collective space where children reach out beyond their families and take their first steps into society. In tightly bonded neighbourhoods, young people develop their Emirati identity, learn respect for others and develop steadily into fully engaged citizens. Emiratis will contribute to the vigorous social scene that provides the lifeblood of every community. By the same token, Emirati communities will embrace the vulnerable to ensure that everyone is integrated in an inclusive society. Grass-roots initiatives, charitable work and volunteering will nurture a common spirit of social awareness and responsibility. Beyond their communities, Emiratis must actively express and reinforce their solidarity as a nation of citizens. Mutual trust and understanding form the basic fabric of our society. This shared identity empowers us to co-operate, exchange information and learn from each other in a way that enriches everyone.

Solidarity is the basic ingredient that allows Emirati society to function in harmony, enhancing the well-being of all. Reaching out further still, dialogue with other nationalities will further strengthen the social fabric of the UAE. A spirit of respect and consideration among our many cultural groups is essential for the preservation of productive and harmonious coexistence. It will enhance our tradition of mutual understanding throughout society.

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<https://sites.google.com/site/schoolehistory/po3> [in Arabic only]

After visiting the link, the teacher asks students to identify the stages of launching the Federation between the years 1968 and 1971 and how the Federation of the seven emirates helped to put the UAE on the right path of development at all levels. The teacher discusses with the students the importance of launching the Federation that comes from the idea "Power lies in Unity" and how this power was embodied to make the UAE one of the most important countries in the world.

### Differentiated Learning:

#### For Beginners:

- Students read the information about the establishment of the Federation. The teacher asks simple questions, such as: When? Where? Who?

#### For Advanced:

- The teacher asks the students to search for examples from around the world of federations established among emirates or other countries and indicate their objectives.

**Activity 4 (13 minutes)**

- a. Social relations provide an essential safety net against social exclusion. Define the meaning of social exclusion in family and school, and analyse its negative impact on the community.
- b. Identify three ways to maintain social relations with an elderly man, a schoolmate of different nationality and a neighbour.
- c. After reading the launch of the UAE Federation project, define the date of establishment and the target achieved at the level of UAE development.

**4 How do international organisations develop the concept of social cohesion? Read about the initiative of Generations For Peace (GFP) and UNICEF in Jordan. Then discuss the points that follow.**

Generations For Peace (GFP: a non-profit organisation seeking to promote a culture of peace, established in Jordan in 2007) has received additional funds from the United Nations Children's Fund (UNICEF) to expand one of its programmes in co-operation with young volunteer leaders to enhance their social cohesion, their ability to adapt and to limit the potential of violence in host communities.

The programme has had an impressive, positive impact across ten communities over the past year. UNICEF, in order to supplement such success, has increased its support in expanding the programme to include 16 communities this year.

Robert Jenkins, UNICEF representative in Jordan said:

"In Jordanian society, which hosts a huge number of refugees, these youth-led activities promote social cohesion, resilience, successful participation and involvement in the community and reliance on support networks while facing significant challenges."

Omar Al-Haraky, one of the volunteers in training said: "I should be an active player in the society. If there's anything I can do, I will offer it. We all have to ensure that our society is a safe place, and that's why I have volunteered for the programme."

**The students read the text, then each of them presents an idea addressed by the text in order to analyse and understand its content.**

a- After reading the text, the teacher asks the first question and students work in groups of two to answer it.

Expected Answers: This initiative is important because it eliminates stereotypes, removes barriers between refugees and hosts, and contributes to building strong friendships to manage conflicts without resorting to violence. Such activities also promote social cohesion and the ability to adapt to help the youth engage in society in a successful way. The Syrian and Jordanian youth are the targeted group. They were helped by training, enabling them to teach their companions while they are learning to design and facilitate various activities using a unique method in order to change the shape of the conflict and turn it to a winning outcome.

**b- This activity aims to highlight the importance of educational planning to limit the marginalisation that hinders the integration of some social groups. It also contributes to motivating the students to come up with development ideas for the society, so that each individual would be participating in the development process that enhances the social cohesion concept between them and all other groups.**

- After reading the text, the teacher asks the students to make a list of the groups that can be affected by marginalisation in the absence of planning to integrate them (Arab residents of the UAE/other foreign nationalities/older people/people with disabilities/poor people/the unemployed).

**Proposing Plans for a Successful Integration**

**Process:**

**- Arab Residents:** Participation in activities that affect the UAE culture/integration of their children in UAE public schools, etc.

**- Other Foreign Nationalities:** Enrolling them in mandatory Arabic courses/integrating them in UAE schools to study UAE educational curriculum, etc.

**c- If technology is available:** The teacher divides the students into groups and asks them to search online for an international or Emirati organisation that launched an initiative that contributes to promoting social cohesion.

**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 students present their research.

### Differentiated Learning:

#### For Beginners:

- The students choose one social group and propose a programme to protect it from marginalisation.
- The teacher gives information about an initiative launched by an international or Emirati organisation in a simplified manner.

#### For Advanced:

The teacher asks the students to research the efforts made in the UAE and internationally in order to prevent the marginalisation of some social groups.

- The students present their research through a short film or electronic presentation defined by the students.



Al Mafraq refugee camp in Jordan



The Emblem of National Service in the UAE

- a. In your opinion, why is this initiative important for society? Define the targeted category and how they got help.
- b. In a country like the United Arab Emirates, based on multiculturalism due to the large number of nationalities living in its territory, educational plans contribute to social integration. Name some of social classes that need educational plans to be protected from social exclusion. Suggest programmes that would contribute to that.
- c. Conduct research on an initiative launched by an international or Emirati organisation to enhance social cohesion. Then present your research.

**Activity 5 (10 minutes)**

**5 National Service in the UAE is an example of social cohesion. Read about the volunteering of young men and women in the seventh batch. Then discuss the points that follow.**

On April 24, 2017, the training centres of the armed forces welcomed the youth of the homeland from the seventh batch of national service, including male employees and fresh graduates.

During the period of national service, conscripts will be subject to an integrated training programme, developed according to best practices. This programme meets the requirements of the General Command of the UAE Armed Forces to upgrade its programme's training system and develop it with high-level approaches to ensure achievement of the desired objectives.

During this period, they will also partake in various military and field exercises, physical fitness exercises, and many national and security lectures by specialised trainers to promote national values.

The participants in this batch have expressed their joy and happiness in performing the duty of serving the homeland and providing their service in response to the call of the nation. They added that it is an honour for them to be in this batch of national and reserve service in the country, and they wish to acquire all the skills that offer them so many positives in their lives. They are very excited to join the conscription centre assigned to them, and for some time they have been ready and keen to pass this training course. They always encourage other young people to join national service because it is an honour for all citizens to participate in national duty.

- a. Define the importance of military service and the role played by the youth. Analyse its importance for social cohesion, the country and all citizens.
- b. Conduct research on UAE National and Reserve Service Law. Then compare it with national service in Germany, Greece and Finland in terms of the objective of the law, targeted categories of youth and duration of service.

**6 Write down what you have concluded about the importance of social cohesion to ensure the interest, progress and prosperity of the nation.**

- The students read the text and discuss the importance of national military service and its reflection on social cohesion, the personality of the youth and their national belonging. The students will also speak about people they have known who previously undertook military service.

**a- This activity aims to introduce students to the National Service Law, and the importance of sacrifice and meeting the call to serve the country. It also shows that military service is a sign of high patriotism and refers to the cohesion of the citizens to protect it.**

- After reading the text and presenting the documentary video of UAE women in military recruitment, the teacher asks the students (group work) to make lists of the reasons why UAE women enter military service:

<https://www.youtube.com/watch?v=oApZuaHKRGk> [in Arabic only]

- Protecting the country/accepting the invitation of His Highness the Prince/self-sacrifice for the sake of society/patriotism/cohesion of the sons of the country each according to his capacity/because she is the partner of the man in protecting the country.

- The students present their lists (group work) and pin them on the fixed classroom board.

**- Students discuss the importance of youth sacrifice in order to protect the nation and its reflection on the cohesion of the sons of the nations.**

**b-** <http://www.albayan.ae/across-the-uae/news-and-reports/2014-03-04-1.2073508> [in Arabic only]

- After visiting the link, the teacher asks students to define: **Military service duration** (nine months for those who have a high school diploma)/**Targeted groups** (young males and females)/**Objective** (promoting the national spirit/developing the spirit of sacrifice for the sake of the country).

- The teacher asks them to define the fields of national service in which the youth should work in order to promote social cohesion and consequently protect the nation, its development and advancement:

- Learning/protecting authentic values/helping the group to which they belong/respecting the law/going back to their roots and preserving what the parents and

grandparents have provided/respecting others, etc.

**b- Conduct research on the law of "National and Reserve Service" in the UAE and compare it with the national service laws in Germany, Greece and Finland in terms of the law objectives, the targeted groups and the duration of the service.**

To be done at home.

**Differentiated Learning:**

**For Beginners:**

- Students conduct research on the law of "National and Reserve Service" in the UAE and compare it with the law of national service in a country of their choice.

**For Advanced:**

- Students play the roles of young men performing military service, explaining the importance of enrolling in military service, using the words of young men who have already entered military service.

**6- The teacher asks the students to summarise the importance of social cohesion between the members of one society and the aspects of this cohesion in the neighbourhood, family, school, sports club, etc. (2 minutes)**

**Conclusion:** Building societies can only be successfully achieved by the cohesion of the members of the group and the cohesion of the groups, the performance of each individual in its role and the performance of each group in its role, so that roles can be integrated cohesively to build an advanced and strong society.

### Lesson Objective

Thinking of the community at State level in the UAE in general, and the most important communities and social groups therein to which students may not belong; expanding and delving into the definition of the idea of social cohesion, and thinking of the types of contrast that might arise between the different and contrasting groups and communities; the hierarchical society from the point of view of social cohesion; the importance of promoting social cohesion in the communities to which the students belong and in the UAE community in general.

### Required Materials

- Display screen; multicoloured cards in different sizes; pens; the book; iPad

### Learning Outcomes:

- Clarify the meaning of community and the importance of belonging to the community or at least one group
- Mention the main types of communities and groups in the UAE
- Clarify the meaning of social cohesion and the importance of this value to the communities to which the students belong
- Discuss the importance of promoting social cohesion, first in the groups to which the students belong and then in the community of UAE.

### Lesson 5

## Communities and Social Groups in the UAE

### Learning Outcomes:

- Explain the meaning of community and the importance of being a member of a community (or a group, at least)
- Mention the types of communities and main groups within UAE
- Indicate the meaning of social cohesion and the importance of this value to the students' communities
- Discuss the importance of fostering social cohesion within the groups to which the students belong first and then within the wider community of the United Arab Emirates

### Vocabulary

intolerance

tolerance

### How can social cohesion be achieved under the umbrella of diversity?

- 1** In the previous lesson, we learnt the meaning of social cohesion. Read the words of Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him). Then discuss the importance of human beings to communities and cohesion.

"The human is the basis of any civilised process. Our interest in man is necessary because he is the pivot of every tangible progress, regardless of the buildings, establishments, schools and hospitals... or crossing bridges, building monuments; these all remain hollow entities, with no spirit... unable to stand out and continue; as man is the spirit of everything. Man has the ability through its art and potential to maintain and develop all these facilities and grow with it."



The late Sheikh Zayed bin Sultan Al Nahyan (1918–2004) was the president of the United Arab Emirates, ruler of Abu Dhabi and founder of the United Arab Emirates

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### Preliminary Activity 1 (5 minutes)

The aim of this activity is to enable students to analyse the content of Sheikh Zayed Bin Sultan Al Nahyan's (may God have mercy on him) words and deduce the meaning of the individual's role in the community and in social cohesion.

The teacher will present the words of Sheikh Zayed Bin Sultan Al Nahyan (may God have mercy on him) and asks the students to discuss the individual's role in the community and in social cohesion in pairs.

### Tolerance

Tolerance is feeling empathy, compassion and kindness, and carrying them in our hearts, regardless of how the world appears around us. Tolerance is being open-hearted, without feeling angry towards others and without having negative feelings towards them.

### Intolerance

Internal thought that makes a person so strict that he sees himself always being right and others always being wrong without argument or proof.

**2** Let's look at the achievements of Sheikh Zayed (may God have mercy upon him) in building social cohesion within the UAE in the face of great diversity. Read the text below. Then complete the exercise that follows.

The late Sheikh Zayed, may God have mercy on his soul, recognised the importance of promoting internal harmony and social and national cohesion among the people of his country. He was renowned for interacting with his people, which meant meeting and

socializing with the local community. In the late 1920s and 1930s, Sheikh Zayed spent time among the Bedouin people so that he could understand the hardships of their life and discuss with them how to overcome their challenges. Through his experience, he acquired many traits, which, combined with the endurance and patience he picked up from the Bedouin that gave him great insight and wisdom. After His Highness became ruler of Abu Dhabi, he acted quickly to establish closer ties with his brothers in the other Emirates. He had great faith and trust in his idea of unity.

On December 2, 1971, the rulers announced the establishment of the United Arab Emirates. In recognition of his efforts, leadership and wisdom, the rulers of the Emirates elected Sheikh Zayed to be the first president of the country, a position that earned him the title 'The Founding Father'.

- a. How do you think the citizens from different tribes felt when the United Arab Emirates was declared?
- b. Explain the vision of Sheikh Zayed and discuss the importance of federation to foster social cohesion within the UAE.

### Activity 2 (20 minutes)

**The aim of this activity is to enable students to identify Sheikh Zayed's (may God have mercy on him) vision and the establishment of the union that led to the establishment of the UAE.**

A- The teacher asks the students to close their eyes, and then tells them the story of Union Day, asking the students to imagine themselves coming from different emirates and visualise the announcement of the establishment of the United Arab Emirates. After this, the students open their eyes and write down the feelings they had. Then they discuss the feelings of citizens of different tribes and origins when the establishment of the UAE was announced.

B- **If technology is available:** The teacher divides the students into pairs, and asks them to conduct online research about Sheikh Zayed Bin Sultan Al Nahyan's (may God have mercy on him) vision and the importance of the union to promote social cohesion in the UAE. The students then present their ideas in the classroom and discuss them.

**If technology is not available:** : The teacher distributes information about Sheikh Zayed Bin Sultan Al Nahyan's (may God have mercy on him) vision and the importance of the union to promote social cohesion in the UAE. The information is available at the following links:

<https://www.abudhabi.ae/portal/public/en/abu-dhabi-emirate/rulers-of-abudhabi/sheikh-zayed-bin-sultan-al-nahyan>  
<Http://www.alkhaleej.ae/alkhaleej/page/bb56e3da-d7ec-44fc-b489-348756c3a57c> [in Arabic only]  
<https://www.cpc.gov.ae/en-us/theuae/Pages/LateSheikhZayed.aspx>

### Differentiated Education:

#### For Beginners:

- The teacher distributes simplified information about Sheikh Zayed's (may God have mercy on him) vision and the importance of the union to promote social cohesion in the UAE.

#### For Advanced:

- The students present Sheikh Zayed's (may God have mercy on him) vision and the importance of the union through the medium of role play.

### Activity 3 (25 minutes)

The students read the text and present its content: The Ministry of Tolerance and its role in promoting the values of tolerance, harmony and renouncing intolerance, hate and discrimination. Furthermore, enhancing the values of tolerance among young people and children, and the family's role in achieving that in the UAE. Also, the contribution to global organisations to achieve tolerance among peoples and the United Nation's campaign for tolerance.

**A- This activity aims to introduce the concept of social cohesion to the students whether in the local community or with other people, in addition to its role in promoting the values of tolerance. This is achieved through having the students come up with a process to implement these values within the UAE community.**

- After reading the text (out loud by students taking turns):

**- If technology is available: The teacher divides the students into pairs and asks them to conduct online research on the UAE Charter for Tolerance, Coexistence and Peace. The students then present their ideas in the classroom and discuss them.**

If technology is not available: The teacher distributes information on the UAE Charter for Tolerance, Coexistence and Peace, and then asks the students to make suggestions to implement the values of tolerance behaviourally.

**Within the Family:** Parents' forgiveness for their children; siblings forgiving each other; spouses forgiving one another...

**Within the School:** Forgiving your classmate who has hurt you; doing group activities including all of your classmates; announcing the Week of Tolerance in the school as a whole; sports activities including different sports...

**For Young People:** Exchanging visits between the Emirati and Non-Emirati youth; visits between the youth of cities and villages; conducting advertising campaigns to promote the desired values...

**B- The aim of this activity is to learn the lesson from practical experience told by the students after living it, in order to be an incentive and**

### **motivation for them to follow the example of this valuable initiative.**

- The teacher asks the students to work (in small groups) on writing a situation on tolerance between two groups or two people.  
- Each group presents the situation they wrote so that the rest of the students benefit from the different experiences.

**C- The aim of this activity is to give the students the task of researching and planning to contribute to the promotion of tolerance. This, in return, encourages young people on social engagement and national participation.**

**- The teacher asks the students (small groups) to research the concept of tolerance, which means letting go of any desire to hurt others because of a conflict in the past, and wanting to open our eyes to the merits of others rather than judging them.**

**The Concept of Tolerance:** Tolerance is feeling empathy, compassion and kindness, and carrying them in our hearts regardless of how the world appears around us.

The students work within groups to plan a Tolerance Day in school, which could include a theatrical performance, activities or an exhibition for photos and paintings... The teacher may help the students to determine the Tolerance Day's date in collaboration with the administration.

### **Differentiated Education:**

#### **For Beginners:**

The teacher gives the students ideas for Tolerance Day to plan and implement.

#### **For Advanced:**

- The students may organise a day for tolerance in their school and send invitations to nearby schools to attend and participate.

### **3 Tolerance is an important part of promoting social cohesion and accepting multiculturalism. Read the article. Then complete the activity that follows.**

The United Nations is committed to supporting tolerance through the promotion of mutual understanding between cultures and peoples. This forms the basis of the Charter of the United Nations, as well as the Universal Declaration of Human Rights, which are now more important than ever, especially in this era of violent extremism and widening conflicts characterised by a fundamental disregard for human life. In 1996, the UN General Assembly invited UN member states to observe the International Day for Tolerance on November 16, with appropriate activities directed towards both educational establishments and the wider public.



Cape Town, South Africa, 1982: two children from different races developed a friendship in the era of apartheid where black South Africans were denied the most basic rights, including political rights. © The United Nations

In the United Arab Emirates:

Her Excellency Sheikha Lubna Al Qasimi, Minister of State for Tolerance, has stated that the aim of the National Tolerance Programme is an Emirati society that values tolerance and multiculturalism, while also rejecting discrimination, hatred and intolerance in thoughts, education and behaviour within the community through national programmes in partnership with various local, regional and international bodies. The general values of the programme are focused on respect for religious and cultural diversity, dialogue and coexistence, integrity and transparency, effective communication, innovation and initiative.

- a. Conduct research on the UAE Charter of Tolerance and Coexistence and Peace. Discuss its aims. Suggest ways in which tolerance can be applied to our behaviour at the level of family, school and youth groups.**

- b. Talk about an initiative carried out by one individual or group towards another individual or group that shows tolerance.
- c. Within your group, discuss the importance of celebrating the Day of Tolerance. Then organise a day of tolerance in your school. Agree on the activities you will undertake.

#### 4 Read about the concept of sub-community, which exists within a society.

Then complete the activity that follows.

The culture of a society is the sum of the customs and traditions adopted by that society. And that culture is the product of all the cultures and legacies within each sub-community. Each sub-community consists of a number of neighbourhoods, with each neighbourhood divided into a number of streets, each street consisting of several buildings, where each building has a number of apartments housing many families, and each family comprising of individuals that each have their own direction. Therefore, we can say that society overall comprises of several overlapping sub-communities that form the whole society. So, society consists of sub-communities, with each sub-community having its own values, customs, traditions, legacies and trends. This is called sub-culture. At the same time, each sub-culture is divided into other smaller sub-cultures, reaching eventually the culture of the individual. Through the culture of the individual, it can be seen that the legacies, values and traditions within this culture are part of the general culture of society.

- a. A neighborhood is considered part of the sub-community. Carry out a study to identify whether your neighborhood is comprised of people of the same nationality or of several different nationalities. Provide an example of a culture you have acquired from a / e.g. neighbourhood / place of residence—where you live, and describe an occasion when you practise these acquired customs, practices or behaviours.
- b. In what ways could several sub-cultures impact upon social cohesion? Analyse the pros and cons that arise from it, and write them in the table below..

pros	cons

- c. Compare the traditions of the United Arab Emirates with those of some other countries of your choice. Focus on the holidays and festivals of these different communities.

#### Activity 4 (20 minutes)

-The students read the text (within groups), and then the teacher discusses the content with them.

**The aim of this activity is to present the students with realistic situations they have witnessed within their residential environment, which transferred social customs during different occasions to them, and how cultural exchange occurs when individuals of different nationalities mingle.**

A- The teacher asks the students (individually) to list the nationalities living within their neighbourhoods, and to present some of the customs they have learnt from these nationalities (clothes, languages, food, different occasions, etc.). This applies if there are people of different nationalities living where the students live. If there are none, then each student may talk about his own customs during different occasions: how he wears his clothes; the way he eats and his favourite foods; his behaviour on different occasions... The teacher asks the students (within groups) to make a list of the customs they practice during occasions held within their residential environment (feasts, weddings, funerals).

**Feasts:** wearing new clothes; distributing sweets; exchanging greetings between family members, relatives, neighbours and residents of the area; eating traditional food with family members; exchanging visits...

**Weddings:** hanging decorations; helping with the wedding preparations; presenting food...

**Funerals:** comforting the family of the deceased; visiting the deceased's family and offering condolences; presenting coffee...

The students may present the customs to the rest of the groups and hang these customs to the fixed class board.

B - The teacher talks about the impact of multiple

sub-cultures on social cohesion, and the positive and negative outcomes of their existence. The students work in pairs to answer the question and discuss the subject in the classroom.

**C- This activity directs the students towards distinguishing between the social customs and traditions of occasions in the UAE and in other countries. Through this comparison, the students will discover the singularity of each culture and the cohesion of community members in these communities despite the different cultures.**

**If technology is available:** The teacher asks the students (in small groups) to choose a community to research its customs (the groups may choose communities of students from different nationalities) during feasts by comparing clothes, types of food, etc.

**If technology is not available:** The students choose a group from a different nationality the customs of which they already know. Or each student may present the customs and traditions of his nationality.

#### Differentiated Education:

##### For Beginners:

- The student chooses one positive outcome and one risk from having multiple sub-cultures within the community.
- The student compares customs in the UAE and customs in a country of his choice.

##### For advanced students:

- The students make a presentation of the impact of multiple sub-cultures on social cohesion.
- The students present a theatrical performance to explain different customs from all over the world.

### Activity 5 (20 minutes)

The students read the text on the hierarchy of authority within any organisation, starting with the individual authority (or group authority) at the top of the hierarchy coming down through successive levels of authority. This is the common pattern in big organisations. Most businesses and governments, even some religions, are hierarchical organisations with different levels of management, power or authority.

Students discuss the hierarchy, roles and cohesion required to achieve success.

**5.A**- After reading the text, students conduct research to answer the first question:

**- If technology is available:** The teacher divides the students into pairs and asks them to search online for the structure of some cities that represent social cohesion or division. The students may then present their ideas in the classroom and discuss them.

If technology is not available: The teacher may distribute information on the structure of some cities that represent social cohesion or division.

**B- The aim of this activity is to highlight the hierarchical structure to illustrate the hierarchy between members of the family to their smallest member, which explains the difference between individuals within one family. Corresponding to that is the structure of an educational organisation (school). The students then establish the similarities between the two structures in terms of hierarchy and organisation that enhance cohesion between individuals. Furthermore, the importance of each individual's role within the group is highlighted, which enhances cohesion within the group and social organisation as a whole to achieve social cohesion.**

- The teacher asks the students to draw the structure of the family corresponding to the structure of an educational organisation. The students then present both structures in front of their classmates while discussing the internal hierarchy from top to bottom and how each individual commits to his role and duty, which enhances cohesion between members of the two groups.

### 5 How has the social class system in ancient China affected the architecture? Read the text. Then discuss the points that follow.

Confucius is the common name, outside China, for the famous Chinese philosopher Kung Fu-tse. Confucius was born in 551 BCE and died in 479 BCE in Lu province (currently known as Shandong province). It was a very chaotic time for Chinese society. The supreme political goal of Confucius was to return society to its integrity and honesty, and to build a clear hierarchy of social classes. The influence of Confucius on China's architecture seems clear, starting from public houses to the emperor's palace. The establishment of public houses, called "siheyuan", known as Chinese quadrangles, adheres to the Confucian principles and rules of dealing with relations, which emphasise strict differences between the inside and outside, the high and the humble, and male and female.



Confucius was a Chinese philosopher, famous for adhering to the moral and social traditions of China

The hierarchical social class system in China led to a strict system of regulations and architectural systems. All establishments were subject to the construction rules and principles that set apparent distinctions of social position and status, and included systems for all aspects of the building, its dimensions, the shape of the floor, ceiling and decorations. Violation of these construction systems was a crime punishable by death in some cases. The art of architecture has become one of the most important symbols of class-based feudal systems.

- The architecture of some cities reminds us of how urban planning is used as a tool for social division or as evidence of social cohesion. Look for examples from all over the world to demonstrate this point.**
- Family and school are among the components of the community. Draw a hierarchical structure for your extended family starting with the first grandfather to the grandchildren, corresponding to a structure of your school, specifying the duties of each person according to the rank they occupy, explaining the impact of commitment to duties in social cohesion in the family and school.**
- In modern countries, the head of the state, either a president or a constitutional king, is still at the top of the hierarchy. Name three Arab and foreign countries headed by a king and another three headed by a president.**

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Family: grandfather, father, mother, big brother, young brother...

School: Headmaster, Assistant Headmaster, teacher, student...

- The teacher asks the students to prepare an essay on the duties of the individual according to his rank within the group and its impact of social cohesion.

- Each student presents his ideas, which should reflect the positive impact of commitment to the role according to the hierarchy in social cohesion.

(The father is the family breadwinner, and all members of the family must obey him in order for him to maintain the family cohesion and achieve its goals. The manager is the organiser of the institution, and all the employees must implement the steps he stipulated and implement his plans for development.)

**C- The aim of this activity is to compare between modern countries—Arab and foreign—in terms of social hierarchy.**

- The teacher asks the students to make a list of Arab and foreign countries in a table under the titles "King and Constitutional President"

	<b>King</b>	<b>Constitutional President</b>
<b>Arab Country</b>	Saudi Arabia Bahrain, Jordan...	Lebanon Egypt, United Arab Emirates
<b>Foreign Country</b>	United Kingdom Spain, Netherlands	United States of America France

**6** Jérôme Ferrari, a French writer, lives in Abu Dhabi, and works as a professor of civilisational and cultural diversity that is formed by hundreds of nationalities within the UAE. "The clear mix between Arabic and foreign culture and the flexibility that prevails in the dealings between different nationalities might exceed in its importance all efforts exerted by the international community to bring out a greater convergence of civilisations."

Jérôme Ferrari, a French writer who lives in Abu Dhabi, works as a professor of civilisational and cultural diversity that is formed by hundreds of nationalities within the UAE. What is the importance of social cohesion to preserve Emirati culture despite the interaction and cultural diversity within the country?

**7** Read the following project. Then, with your group, complete the activity that follows.

Lots of refugee children suffer from difficult conditions in the countries to which they have been displaced. These children have been displaced due to conflict in their homeland, forcing them and their families to leave their schools and their homes. They need psychological support to help them heal from the trauma of the conflict. They also need education to ensure they do not fall behind other children around the world.

a. Conduct research with your classmates on the following:

Conditions of refugee children

The role of UNICEF and UNHCR in providing support

The role of UAE NGOs in helping them

b. With your classmates, choose a project aimed at providing educational support for refugee children.

Follow the steps of project setup and preparation.

c. Collect donations that will be used to provide refugee children with the educational resources they require, such as school books, stationery, school bags and clothes.

d. Make contact with relevant NGOs in UAE to provide them with the funds you have raised.

e. Write a report or make a film that explains your responsibility to others and documents your experience. Present the report or show the film to the class.



Picture of a child in a refugee camp

### Differentiated Education:

#### For Beginners:

- The teacher gives the students a model to draw both the structure of the family and school.
- The students look for an Arab country and a foreign one ruled by a king, and another Arab country and a foreign one ruled by a president.

#### For Advanced:

- The students build models for cities, which represent social cohesion or division, from recycled material, and then display them in the classroom.
- Students may draw the structure of a company of their choice, specifying the duties of every employee according to the job occupied.

### Activity 6 (5 minutes)

**The teacher asks about the importance of cohesion between different groups within the UAE, in order to preserve the Emirati culture despite its interaction with different cultures present in the UAE.**

Cultural interaction has an important role in enriching Emirati culture. However, the cohesion of all groups plays an important role in maintaining the singularity of this culture and benefits from the other cultures at the same time.

### Activity 7 (25 minutes)

**This activity aims to help students show empathy to a certain social group outside the Emirati community, and promotes cohesion between other social groups to comfort this group (refugee children). This gives the student a positive attitude towards others, as he plays a humane role, which adds to spreading harmony and love throughout the Arab world and helps in establishing its humane values.**

- The teacher asks the students to conduct online research on **the state of refugee** children and present a summary of **the United Nation's programme** that sponsors their continuing education in official schools in Lebanon, and **the role of UAE NGOs** in providing help, providing that each group provides the information they have found on the state of the children.

- Students may contact **social groups** (merchants, publishers, toy shop owners, etc.) who may contribute by providing assistance in supplies (story books, toys, clothes, school bags, stationery, etc.).

- Students may co-ordinate with **government officials in the UAE** to help them by giving them the supplies they have collected to deliver to the refugees.

- The teacher asks the students to document this activity in video and photographs, and conduct a media campaign to be a role model for young people.

# Glossary

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

**Communicable diseases:** Diseases that can be transmitted through different media from one body to another

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

**Community:** A group of people who live and interact with one another in a specific place and in accordance with specific regulations

**Conscience:** The sum of feelings, emotions and trends that an individual interacts with or is affected by

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

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

**Duty:** The moral obligation that an individual commits to, which may lead to corruption if not met

**Education:** Knowing or understanding what things are, their causes and their consequences

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

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

**Equity:** When things are fair, just and impartial

**Fairness:** Justice, giving people their rights

**Happiness:** Feeling joy, satisfaction and reassurance

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

**Initial local community:** The community we automatically belong to without any voluntary decision or choice

**Intolerance:** Regarding oneself as being right and others as always being wrong without argument or proof; a steadfast refusal to permit or accept something

**Malaria:** A deadly disease caused by parasites transmitted to humans through insect bites

**Malnutrition:** Insufficient or unbalanced food consumption, resulting in different food disorders, depending on their nutrient composition

**Marginalisation:** To put people into a position of secondary importance, so that they're not integrated within society and feel lonely and isolated; when people are not permitted to be economically active

**Moral rules:** A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and being truthful

**Moral values:** The set of standards and beliefs that help us determine what is right and what is wrong; qualities that a person has that make him or her of high moral standing, such as patience, courage, wisdom, sincerity and honesty

**Moralities:** A system of principles and values concerning people's behaviour, which is generally accepted by a society or by a particular group of people

**National Service:** Training courses aimed at preparing citizens to defend their homeland

**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

**Populism:** Actions, policies or statements that target people's emotions to acquire popularity

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

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

**Prevention:** Action of stopping something from happening or arising.

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

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

**Right:** A proven and certain duty; an interest which authorises its owner to take necessary actions to achieve this interest; something due to a particular person by virtue of law; something granted equally to all individuals by legislation, which everyone is obliged to respect; an entitlement to something recognised by others and protected by law

**Secondary local community:** A local community to which a person willingly and mostly temporarily belongs

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

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

**Social belonging:** The connection that a person has to another person, group or community

**Social cohesion:** The association that individuals have with one another through social and cultural connections; the cohesion between members of small local communities, which is either motivated by persuasion, i.e. these communities persuade their members, or by interests and goals that local community members pursue by belonging to it

**Social identity:** The sense of belonging to a human group with social, cultural, psychological and historical characteristics, which distinguish it from others and form an entity embracing all its members

**Social values:** The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power; a social tool to maintain social order and stability in society, expressed through an individual's care for other people and tendency to help other people with compassion, kindness and love

**Support policy:** A policy adopted by countries to remove burden from citizens and residents when the prices of certain commodities fluctuate in the global market, especially goods that are a daily requirement

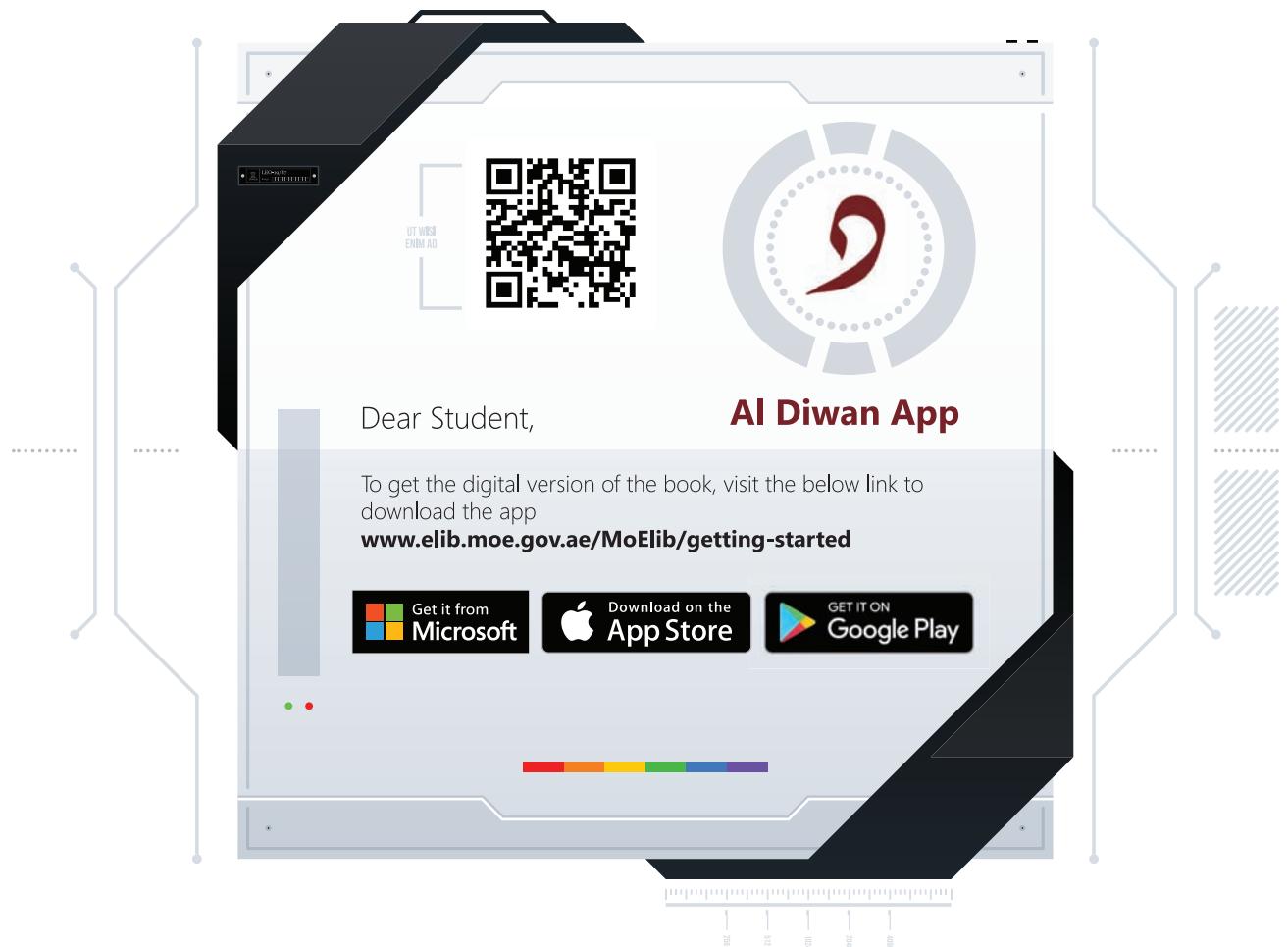
**Sympathy:** A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering

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

**Value:** A collection of mental judgments, often acquired through the person's community, that determine someone's desires and orientations; the rules that govern a person's personality, style, traits and behaviour

**Volunteer work:** Work that someone performs willingly and without pay, often as a way of advancing or benefiting society; unpaid work used to engage community members in the provision of support or assistance to the poor, sick or needy

**Well-being:** Comfort, health and happiness



# References

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