



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



هويتي
MY IDENTITY



ENRICHING GUIDE FOR MY IDENTITY PROGRAM

FOURTH PHASE
SECOND YEAR OF IMPLEMENTATION
2018 – 2019





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Introduction



"Our ancestors left us a legacy of traditions that make us proud. Our mission is to preserve, develop and maintain it as an asset of this nation for generations to come."

The Late Sheikh Zayed

National identity has gained an exceptional priority on the UAE agenda. The wise leadership, led by His Highness Sheikh Khalifa bin Zayed, has been keen on strengthening the foundation of national identity and bolstering its pillars. This is what His Highness emphasized by saying: **"He without an identity has no place in the present or the future."** With this statement, His Highness Sheikh Khalifa bin Zayed, demonstrated national identity as the main cornerstone of society and the role that falls on the UAE community to focus their efforts on promoting this concept among all citizens and residents of the United Arab Emirates.

In line with the vision of the wise leadership, the Department of Education and Knowledge is keen on strengthening students' national identity. ADEK has launched "My Identity Program" which aims to strengthen the national identity of Emirati students to prepare a culturally conscious generation that prides itself on its identity and manifests values of loyalty and good citizenship and be able to face all future challenges. This would increase appreciation and respect of national identity among expatriate students residing in the UAE to contribute to the construction of a consolidated UAE society that recognizes its unique identity.

Following the completion of the third phase of the program, which targeted "Elementary students: Kindergartens - Grade 5", this guide has been developed to enhance and enrich the overall framework of "My Identity Program" to meet the needs of private schools that were derived from the results of school evaluation visits.

This guide includes three parts:

First Part



Assessment of students' learning, understanding and embodiment of National Identity

Second Part



Classroom activities to strengthen students' National Identity

Third Part



Innovation and strengthening National Identity



First Part:



Assessment of students' learning, understanding and embodiment of National Identity



Assessing Students' Learning

Assessment is no longer limited to measuring **students' achievement** in various subjects, but is rather focused on measuring **all aspects of the students' character**. This means that the assessment focuses not only on measuring the progress of students towards the achievement of **cognitive learning outcomes**, but also expands to measuring students' **affective and psychomotor learning outcomes**, therefore:

- Assessment areas have expanded and assessment methods have varied.
- There is a need to utilize assessment tools to measure different aspects of students' characters.

The best method to achieve measuring students' affective and psychomotor learning outcomes is through *Authentic Assessment*

Dear Teacher,



In terms of measuring students' understanding and embodiment of national identity, the teacher can not only rely on achievement tests to measure students' learning. Hence, there is a need to incorporate authentic learning tasks that contribute to demonstrating students' understanding and embodiment of national identity concepts. Authentic learning tasks are not the only indicator or the ideal solution for we as educational leaders, teachers and parents should monitor the behavior of our children, and their interaction with others in different situations. These scenarios contribute to developing their personalities, and showcasing their citizenship and commitment to their identity.

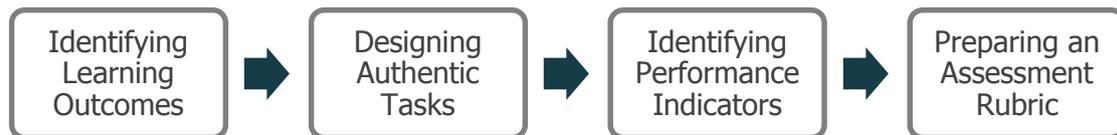


1 Definition of Authentic Assessment

It's the assessment that is based on measuring students' achievements in real life situations, where meaningful tasks are assigned to students promoting them to utilize higher order thinking skills which helps them in processing and analyzing information critically. Thus, this contributes to developing students' reflective thinking rather than reflexive thinking that is based on traditional forms of assessments.

2 Authentic Assessment Steps

The four authentic assessment steps are summarized below:



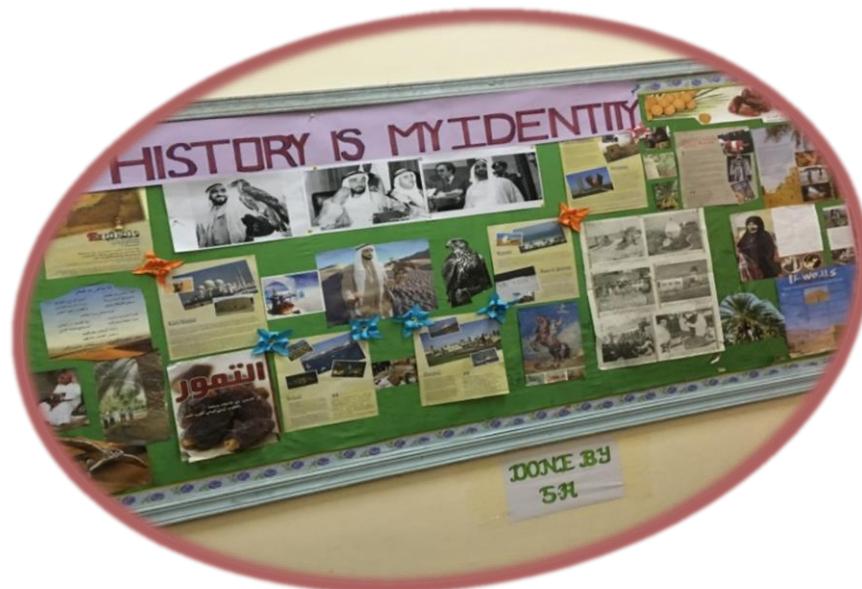
Dear Teacher,



In the next chapter, we will be focused on incorporating authentic assessments within two components:

First component: Focused on providing general examples based on My Identity program's learning outcomes that are included in the **Curriculum Framework**.

Second component: Focused on providing specific examples based on the subject matter and learning outcomes associated with subjects and promoting national identity.



3 Practical Examples of Authentic Assessment

First: General Examples

First Example

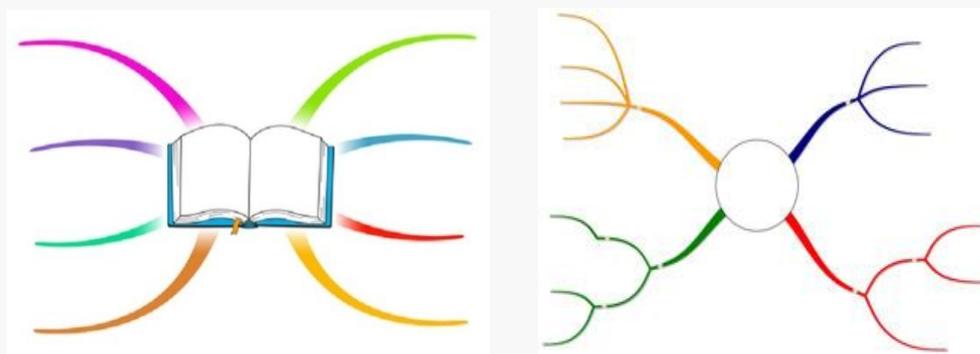
First Step: Identifying Learning Outcomes

Learning Outcomes	Theme	Age Group
<ol style="list-style-type: none">1. The student will engage with spoken language in different ways with more confidence to express their culture and national identity.2. The student will learn about the characteristics of their national identity to use their thoughts in describing these characteristics with more space to offer their personal views.	Arabic language	1 st – 5 th grade

Second Step: Designing Authentic Tasks

Task:

Designing a **mind map** that outlines the features of Emirati national identity and expresses the culture of the UAE. Students will also present an explanation of this map in sound Arabic language.



Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks groups to prepare a mind map that outlines the features of UAE national identity and expresses the UAE culture.
3. Teacher asks groups to provide a 15 minute explanation of the mind map they prepared in sound Arabic language.

Guidelines:

The task requires the following from students:

1. Find credible sources about the characteristics of the UAE culture and identity.
2. Summarize prominent ideas related to each of the UAE features and cultural characteristics.
3. Review mind map models to develop a similar model.

Third Step: Identifying Performance Indicators

Content:

1. The content of the mind map must be comprehensive and include at least 5 national identity features and 5 characteristics that reflect the UAE culture.
2. The information on the map must be accurate and precise.

Design of the mind map:

1. It is recommended to be creative when preparing the mind map and utilize colors and images.

Presentation:

1. Group members should divide the work among themselves, so that they all members participate in providing a summary of the task for 15 minutes.
2. Group members should speak in sound Arabic language.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Comprehensiveness of the mind map	Includes more than 5 national identity features.	Includes 5 national identity features.	Includes less than 5 national identity features.
	Includes more than 5 characteristics that reflect the UAE culture.	Includes 5 characteristics that reflect the UAE culture.	Includes less than 5 characteristics that reflect the UAE culture.
Accuracy and precision of the information	All information mentioned is accurate, precise and is from credible sources.	There were some minor errors in the information provided.	The information provided was not accurate.
Presentation	All group members used sound Arabic language.	A large number of group members were able to use sound Arabic language.	A large number of group members were not able to use sound Arabic language.
Creativity	The mind map is distinguished for its colors, images and branches and has been produced creatively.	The mind map has some creative touches.	The mind map does not have creative touches.
Element Time limit	Score		
	Yes (3 marks)		No (0 mark)



Second Example:

First Step: Identifying Learning Outcomes

Learning Outcomes	Theme	Age Group
The student will design heritage information materials through practical application within the classroom and across the school using technology.	Culture	6 th - 9 th grades

Second Step: Designing Authentic Tasks

Task:

Designing a **video** that expresses the UAE culture and demonstrates students' understanding and embodiment of the culture.



Procedures:

1. Teacher asks students to work in pairs to produce a 15-minute long video using the "Wax." Application.
2. Teacher asks students to include interviews with parents, grand-parents or any influential figures to speak about the UAE culture.
3. Teacher asks students to include a reflective segment in the video to highlight what they have learned from working on this task and their role in preserving the UAE culture.
4. Teacher asks students to be prepared to answer any questions from the evaluation committee.

Guidelines:

The task requires the following from students:

1. Find credible sources about the UAE culture.
2. Communicate with parents who have in-depth knowledge of the UAE culture to arrange for interviews with them.
3. Search for prominent figures who are familiar with the UAE culture.
4. Learn how to use the "Wax." Application.
5. Add graphics and shapes that reflect the UAE culture.

Third Step: Identifying Performance Indicators

Content:

1. The content of the video should be accurate.
2. There must be a variety of cultural aspects highlighted in the video.
3. The video should include interviews with parents and prominent figures from the UAE.
4. The video should creatively include students' reflections

Design of the video:

1. The images used in the video must be of high resolution.
2. The video should be in Arabic and English.
3. The duration of the video should not exceed 15 minutes.

Responses to the evaluation committee:

All group members must be capable of answering any questions from the evaluation committee regarding the information shown in the video.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Comprehensive content in the video	The video covered at least 10 aspects of the UAE culture.	The video covered 5-10 aspects of the UAE culture.	The video covered few aspects of the UAE culture.
Accuracy of information	All information presented is accurate and precise.	There were some minor mistakes in the information presented.	The information presented was not accurate.
Students' reflections	Students' reflections demonstrate a clear understanding of the UAE culture.	Students' reflections demonstrate a good understanding of the UAE culture.	Students' reflections demonstrate a basic understanding of the UAE culture.
Presentation	Students provided a brief explanation about all elements in the video.	Students provided a brief explanation about some elements in the video.	Students provided a brief explanation about few elements in the video.
Students' answers to questions	All students' answers demonstrate their clear understanding of the UAE culture.	Some of the students' answers demonstrate their clear understanding of the UAE culture.	Students' answers demonstrate a basic understanding of the UAE culture.
Element Time limit	Score		
	Yes (3 marks)		No (0 mark)



Third Example:

First Step: Identifying Learning Outcomes

Learning Outcomes

The student will make the connections between the reality of the UAE in the past and present

Themes

History

Age Group

1st – 5th grades

Second Step: Designing Authentic Tasks

Task:

Developing a **timeline** linking the UAE in the past and present.



Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks groups to find sources that illustrate the stages of the UAE evolution before the union and until now.
3. Teacher asks groups to develop a timeline that summarizes the key events and developmental stages of the UAE during the given period.
4. Teacher asks groups to present a summary of the developed timeline in 15 minutes.
5. Teacher asks groups to take 10 minutes and highlight their vision of the UAE in 10 years.

Guidelines:

The task requires the following from students:

1. Researching and finding credible sources about the UAE developments in various areas such as health, education, manufacturing and trade.
2. Using the internet to research how to chronologically display key events on a timeline.
3. Preparing a summary about the timeline to present to the evaluation committee.
4. Brainstorming creative mechanisms to present their vision of the UAE in 10 years.

Third Step: Identifying Performance Indicators

Content:

1. The information provided must be accurate, credible and written by the student.
2. The information should highlight developments in several areas including health, education, economy and others.

Designing the timeline:

1. The timeline must combine the theoretical material and images.
2. It is recommended that the timeline be produced in an innovative manner.

Presentation:

1. Groups should provide a clear explanation of the content of the timeline in 15 minutes.

2. Groups should present their future 10 year vision of the UAE in 10 minutes.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Comprehensiveness of the timeline's content	Timeline illustrates the developmental stages witnessed in the UAE in at least five areas.	Timeline illustrates the developmental stages witnessed in the UAE in 3-4 areas.	Timeline illustrates the developmental stages witnessed in the UAE in only 2 areas or less.
Accuracy of information	All information is accurate and precise.	The information provided has minor mistakes.	The information provided is inaccurate.
Design	Timeline includes writings, pictures and video clips to highlight the areas of development.	Timeline includes writings and pictures or writings and video clips to highlight the areas of development.	Timeline includes writings or pictures or video clips to highlight the areas of development.
Presentation	Students provided a detailed explanation of all key events on the timeline.	Students provided a detailed explanation of some of the key events on the timeline.	Students provided a brief explanation of a few of the key events on the timeline.
Students' vision of the UAE in 10 years	Students presented a clear vision that reflects their understanding and ability to connect, and analyze in an innovative manner.	Students presented a good vision that reflects their understanding and ability to connect either in an innovative or traditional manner.	Students presented a superficial vision and it did not reflect their understanding.
Students' responses to questions	All students' responses demonstrate clear understanding of developmental stages in the UAE.	Some students' responses demonstrate clear understanding of developmental stages in the UAE.	Students' responses demonstrate their superficial understanding of developmental stages in the UAE.
Element	Score		
	Yes (3 marks)	No (0 mark)	
Summary is presented within the time allotted.			
10 year vision of the UAE is presented within the time allotted.			

Fourth Example:

First Step: Identifying Learning Outcomes

Learning Outcomes

The student will highlight the characteristics of good citizenship

Themes

Citizenship

Age Group

10th – 12th grade

Second Step: Designing Authentic Tasks

Task:

Create an **online forum** that highlights the characteristics of good citizenship.



Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks students to identify the content about citizenship that will be presented on the online forum. The content should be worded by the student.
3. Teacher asks students to develop the online forum through the free educational platform "Seesaw".
4. Teacher asks students to think about the different sections that will be on the online forum such as:
 - What I read: in this section, students write a weekly summary highlighting what they read about good citizenship with reference to the names of articles, books and websites they used.
 - Weekly interview: in this section, a voice recording is made by the forum creators with a specialist or a parent to listen to different opinions about good citizenship.
5. The forum should include sections for students to express their points of view.
6. Students should present a brief summary of the most important topics on the online forum in 20 minutes.

Guidelines:

The task requires the following from students:

1. Compiling information and images about good citizenship that will be shared on the online forum and rewording it in the students' own language.
2. Exploring the features of the online forum "Seesaw".
3. Identifying the sections that will be included in the online forum.

Third Step: Identifying Performance Indicators

Content:

1. The information presented must be accurate, diverse and obtained from credible sources.
2. The presented content must be worded by the student.

3. The online forum must cover contemporary issues about good citizenship.
4. Students' opinions should be clear in the forum.

Design:

There should be diverse presented material on the forum including photos, videos and others.

Presentation

Each group should provide a brief explanation of the forum content in no more than 20 minutes.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Accuracy of information	All information covered is accurate and precise.	There are some minor mistakes in the information.	The information presented is inaccurate.
Up to date topics	All topics presented are modern and linked to contemporary issues.	Some of the topics presented are modern and linked to contemporary issues.	Presented topics are outdated and not linked to contemporary issues.
Diversity of forum sections	Sections on the online forum are diverse and there are pictures, videos, games, and exchanges of views, etc.	Sections on the online forum are acceptable in terms of diversity.	There is no diversity in the sections included on the online forum.
Students' points of view	Some sections on the online forum have been allocated for students to express their views. Views were clear and demonstrate students' in-depth understanding of citizenship.	Some sections on the online forum have been allocated for students to express their views. Views were clear and demonstrate students' good understanding of citizenship.	Some sections on the online forum have been allocated for students to express their views. Views demonstrate students' basic understanding of citizenship.
Taking advantage of the educational platform features	It is very clear that group members took advantage of the educational platform features.	Group members took good advantage of the educational platform features.	Group members took minimal advantage of the educational platform features.
Element	Score		
	Yes (3 marks)		No (0 mark)
The online forum summary is presented within the time allotted.			

Fifth Example:

First Step: Identifying Learning Outcomes

Learning Outcomes

The student will strengthen others' understanding of the concept of social relations.

Theme

Community

Age Group

10th – 12th grade

Second Step: Designing Authentic Tasks

Tasks:

Holding a **debate** about the impact of social media on cultivating social relations.



Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks groups to distribute the work among members and split the group into two teams, a team that will be in favor and a team that is against during the debate.
3. Teacher asks students to prepare the debate and present in front of the evaluation committee. The debate will last for 30 minutes.
4. Teacher asks students to prepare an appropriate environment to hold the debate.

Guidelines:

The task requires the following from students:

1. Develop an in-depth understanding of the debate topic so that teams can hold discussions and present logical arguments.

Third Step: Identifying Performance Indicators

Holding the debate:

1. Both teams must adopt logical arguments during the discussion.
2. The debate must end with the persuasion of one of the two teams. The team that was convinced with the other's argument must explain the reason behind changing their stance.
3. Team members must prepare an appropriate environment to hold the debate and distribute different resources such as brochures, bookmark, images and other materials related to the topic of the debate.
4. The team must be able to answer the evaluation committee's questions.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Logical arguments	Both teams were able to present logical arguments reflecting their deep understanding of the debate topic.	The arguments presented from both teams are somewhat logical reflecting their good understanding of the debate topic.	The arguments both teams presented were not logical and did not reflect a clear understanding of the debate topic.
Physical environment	The group worked to provide an appropriate and creative physical environment for the debate.	The group worked to provide an appropriate physical environment for the debate. However, it was lacking creativity.	The physical environment is traditional and lacks creativity.
Supporting materials	The group presented creative supporting materials related to the debate topic.	The group presented supporting materials related to the debate topic. However, it was traditional and lacked creativity.	The group did not present any supporting materials to the audience.
Element	Score		
	Yes (3 marks)	No (0 mark)	
Time limit			



Sixth Example:

First Step: Identifying Learning Outcomes

Learning Outcomes	Theme	Age Group
The students will innovate initiative opportunities to serve the school and local community through volunteer work.	Values	10th – 12th grades

Second Step: Designing Authentic Tasks

Task:

Preparing a **booklet** that includes suggested volunteer initiatives for students to serve the school and local community.



Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks students to brainstorm creative volunteer initiatives.
3. Teacher asks students to write a description of those volunteer initiatives in a booklet and identify the reason for selecting them.
4. Teacher asks students to carry out some of the initiatives and document them.
5. Teacher asks students to prepare a 20 minute presentation that summarizes the initiatives.

Guidelines:

The task requires the following from students:

1. Researching innovative volunteer initiatives that serve and meet the needs of the community.
2. Planning the design and final production of the booklet.

Third Step: Identifying Performance Indicators

Content:

1. The description of the volunteer initiatives should be comprehensive, written by the student and include an explanation of the reason for selecting the initiatives.
2. The booklet should highlight the students' role in promoting volunteer initiatives.

Design:

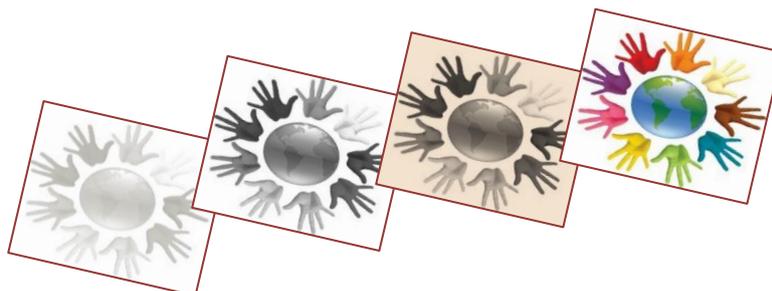
1. The booklet should be organized and easy to read.
2. The booklet should be designed creatively.

Presentation:

1. The presentation must be comprehensive and appealing.
2. Students should be prepared to answer questions about the presentation.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	1	2	3
Volunteer initiatives	All volunteer initiatives are creative and not repeated.	Most volunteer initiatives are creative and not repeated.	Few volunteer initiatives are creative and not repeated.
Description of volunteer initiatives	The description of voluntary initiatives is comprehensive with an explanation of why these particular initiatives were selected, and how they serve the community.	The description of voluntary initiatives is good with an explanation of why these particular initiatives were selected, and how they serve the community.	The description of voluntary initiatives does not clearly explain why these particular initiatives were selected, and how they serve the community.
Students' role	Booklet demonstrates students' role in promoting volunteer initiatives in a way that reflects his/her deep understanding of the importance of these initiatives.	Booklet demonstrates students' role in promoting volunteer initiatives in a way that reflects his/her good understanding of the importance of these initiatives.	Booklet demonstrates students' role in promoting volunteer initiatives in a way that reflects his/her superficial understanding of the importance of these initiatives.
Students' responses to questions	All students' responses demonstrate their clear understanding of the importance of volunteer initiatives and students' roles as good citizens in promoting those initiatives.	Some students' responses demonstrate their clear understanding of the importance of volunteer initiatives and students' roles as good citizens in promoting those initiatives.	Students' responses demonstrate their superficial understanding of the importance of volunteer initiatives and students' roles as good citizens in promoting those initiatives.
Element	Score		
	Yes (3 marks)	No (0 mark)	
Time limit			







Dear School Team: you can follow the below guidelines when carrying out the previous assessments

1. Forming a team of teachers to monitor the assessment tasks.
 - It is recommended that this team is the responsible team for the implementation of My Identity program at the school.
 - It is recommended that this team includes teachers of different subjects.
2. Agreeing with coordinators and teachers to take the learning outcomes in the “Curriculum Framework” into account during lessons and based on the grade.
3. Conducting team meetings to prepare similar assessment tasks to the ones suggested in order to measure students’ achievement of the learning outcomes.
 - One assessment task can be assigned for each grade during the semester.
 - It is recommended to plan a variety of tasks for individual and groups of students.
 - Assessment tasks should be diverse and cover all My Identity program themes.
 - The school can select one of the six themes during the semester to evaluate students’ understanding of it but a different theme must be selected during the following semester.
4. Discussing the assessment tasks with coordinators and teachers so that they are informed.
5. Meeting with students from each grade and informing them of the tasks and how they will be evaluated.
6. Allocating specific times for students during the semester to work on the assessment tasks.
7. Allocating specific times throughout the semester to evaluate students’ work on the assigned tasks.
8. Analyzing the assessment results to study and promote strengths as well as address weaknesses.



Second: Specific Examples based on the Subject Matter

First Example:

Subject: Islamic Studies | **Third Unit:** Kind Treatment¹ | **Grade:** 4th grade

First Step: Identifying Learning Outcomes

Lesson	Learning Outcomes	Links to My Identity Program	Theme
Migration to Abyssinia	<ul style="list-style-type: none">• Explain the reasons behind Muslims' migration to Abyssinia.• Understand the kind treatment between Muslims and non-Muslims.• Understand the benefits of Islam from Jaafar ibn Abi Talib's dialogue.	Clarify the role of the UAE in establishing a peaceful coexistence between nationalities.	<ul style="list-style-type: none">• Community
Kind Treatment	<ul style="list-style-type: none">• Understand the values of interacting with others.• Explain how to show respect to the elderly and kindness to the youth.• Explain the importance of good values in Islam.	<ul style="list-style-type: none">• Highlight the importance of treating others with kindness to reflect a positive image of the UAE.• Recall some events that illustrate the role of UAE leaders in promoting positive morals.	<ul style="list-style-type: none">• Values• Citizenship

Second Step: Designing Authentic Tasks

Task:

Designing a “**poster/mural**” that demonstrates the importance of values and ethics that teach us how to interact with others.



Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks groups to prepare a poster or a mural that summarizes the values that a good citizen must possess.
3. Teacher asks groups to include real life examples from the UAE that highlight these values.
4. Teacher asks groups to include examples from students' lives that promote those values.

¹Some of the lessons in the unit were selected for the goal of demonstrating how to develop the assessment task.

- Teacher asks groups to highlight their role in promoting and strengthening those set of values.
- Teacher asks groups to prepare a 15 minute presentation about the poster/ mural in sound Arabic language.

Guidelines:

The task requires the following from students:

- Finding credible sources of examples of values that good citizens must possess.
- Finding credible sources that summarize work the UAE has carried out and that promote those values.
- Brainstorming how to design the poster/ mural to include all ideas.

Third Step: Identifying Performance Indicators

Content:

- The poster/ mural must highlight all values of interacting with others (at least 10 values).
- The poster/ mural must include examples from the UAE and examples from the students' life that promote those values.

Design:

Design must be creative and utilize different colors and pictures.

Presentation:

- Group members must split the task among each other and participate in presenting the summary about their task for 15 minutes.
- Group members must speak in sound Arabic language.
- Group members must be capable of answering questions from the teacher/ evaluation committee.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
A comprehensive poster of the values	The poster includes at least 10 values.	The poster includes 10 values.	The poster includes less than 10 values.
Examples from the UAE	The poster includes real examples from the UAE about each of the values listed in the poster.	The poster includes a good number of examples about some of the values listed in the poster.	The poster includes few examples about the values listed in the poster.
	All examples presented are up to date and diverse.	Some examples presented are up to date and diverse.	Most examples presented are repetitive and not diverse.
Examples from students	All examples are solid and diverse.	Some of the examples are solid and diverse.	Most examples are repetitive and not recent.

Element	Score		
	3	2	1
Highlights students' roles	Students' roles are realistic and reflect their understanding, ability to create links and analyze. They are also age-appropriate.	Students' roles are superficial and do not reflect their deep thinking skills.	Students' roles are unclear.
Comprehensiveness of the poster	The poster included all elements.	The poster included 3 of the elements.	The poster included 2 elements or less.
Creative touches	The poster is creatively designed and shows the use of colors and images.	The poster is somewhat creatively designed.	The poster has few creative touches.
Presentation	All group members spoke in sound Arabic language.	A large number of group members spoke in sound Arabic language.	A large number of group members did not speak in sound Arabic language.





Second Example:

Subject: Arabic language

Third Unit: Fountains of Giving²

Age Group: 4th grade

First Step: Identifying Learning Outcomes

Lesson	Learning Outcomes	Links to My Identity Program	Theme
Story: Weave a square	<ul style="list-style-type: none"> • Students determine the main idea and significance of the literary text through the supporting material. • Students analyze the structure of the narrative texts, and technical elements, explaining the actions of the character, and the motives, while revealing the qualities of the character. 	<ul style="list-style-type: none"> • Promote the value of helping those in need through volunteer work that students can perform. • Emphasize the voluntary work undertaken by the UAE to assist those in need. 	<ul style="list-style-type: none"> • Arabic Language • Citizenship
Informative text: Links to special education	<ul style="list-style-type: none"> • Students interpret the information provided in the text by various means (maps, diagrams, sounds, drawings, digital interactive elements) while explaining how those resources contribute to understanding the information provided in the text. • Students complete the information of the "informative text" they read in a table they developed. 	<ul style="list-style-type: none"> • Discuss national movements (Late Sheikh Zayed) to support people with determinations. 	<ul style="list-style-type: none"> • Arabic Language • Citizenship

Second Step: Designing Authentic Tasks

Task:

Designing a "**Bookmark**" that outlines the importance of values and ethics when interacting with others and providing support and assistance to them.



²Some of the lessons in the unit were selected for the goal of demonstrating how to develop the assessment task.

Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks students to find credible sources and review a number of volunteer initiatives carried out in the UAE for the goal of providing assistance to others.
3. Teacher asks groups to think about the values that individuals must have when interacting with others.
4. Teacher asks students to review different sources and learn how to make a book mark.
5. Teacher asks groups to brainstorm ways to design the book mark so that it includes a summary about the volunteer initiatives and values in an interactive manner.
6. Teacher asks groups to provide a 15 minute explanation on volunteer initiatives and values listed in the book mark in sound Arabic language.

Guidelines:

The task requires the following from students:

1. Finding credible sources that outline volunteer initiatives and values that individuals must have when interacting with others.
2. Thinking of ways to present a summary of the volunteer initiatives listed on the book mark.
3. Searching different designs that could be utilized in the design of the book mark.

Third Step: Identifying Performance Indicators

Content:

1. The content in the bookmark must be accurate and precise.
2. The content must be diverse.

Design:

It is recommended to be creative and use colors, graphics and pictures.

Presentation:

1. Group members must divide the work among each other and participate in presenting a 15 minute summary about their tasks.
2. Group members must present a comprehensive summary about the content of the book mark.
3. Group members must speak in sound Arabic language.
4. Group members must be capable of answering all of the teachers' questions.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Accuracy of information	All presented information was accurate and precise.	Information presented had some minor mistakes.	Information provided was not accurate.
Comprehensiveness and diversity of volunteer initiatives outlined	The bookmark was distinguished for the comprehensiveness and diversity of volunteer initiatives outlined.	The bookmark outlined a good number of diverse volunteer initiatives.	The bookmark outlined a limited number of volunteer initiatives that were either diverse or not diverse.

Element	Score		
	3	2	1
Comprehensiveness and diversity of values outlined	The bookmark was distinguished for the comprehensiveness and diversity of values outlined.	The bookmark outlined a good number of values.	The bookmark outlined a limited number of values.
Comprehensiveness of the summary	Students presented a comprehensive summary of the initiatives and values in the bookmark which reflected their clear understanding of the importance of these initiatives and values.	Students presented a very good summary of the initiatives and values in the bookmark which reflected their good understanding of the importance of these initiatives and values.	Students presented a basic summary of the initiatives and values in the bookmark which reflected their superficial understanding of the importance of these initiatives and values.
Creativity	The bookmark was creatively designed using colors and images.	The bookmark had some creative touches.	The bookmark had few creative touches.
Presentation	All group members spoke in sound Arabic language.	A large number of group members spoke in sound Arabic language.	A large number of group members did not speak in sound Arabic language.
Element	Score		
	Yes (3 marks)	No (0 marks)	
Time limit			



Third Example:

Subject: Social Studies

Second Unit: My Country in the past and present³

Age Group: 4th grade

My Identity Program themes: Language, culture, history, citizenship, community, values.

First Step: Identifying Learning Outcomes

Lesson	Learning Outcomes
UAE before the union	<ul style="list-style-type: none">• Appreciates the role of Emirati women.• Discusses the importance of innovation and initiative in mastering work and improving productivity.• Collects images of life in the past in the UAE.• Links causes and results.
Pillars of my country	<ul style="list-style-type: none">• Demonstrates respect for the Constitution.• Collects information from multiple sources about the martyrs of the United Arab Emirates.

Second Step: Designing Authentic Tasks

Task:

Designing a **magazine** that includes the most important historical events that took place in the UAE in the past and present as well as the aspirations of the country for the future.



³This unit is closely aligned with the promotion of national identity; therefore, no specific theme from My Identity program was selected since all lessons incorporate all themes.

Some of the lessons from the unit were selected for the goal of demonstrating how to develop the assessment task.

Procedures:

1. Teacher asks students to work in groups.
2. Teacher asks groups to utilize the information that was studied throughout the unit and is related to key events in the UAE in the past and present.
3. Teacher asks groups to find credible enriching sources that illustrate the most prominent events that the UAE has witnessed in the past and present in several areas.
4. Teacher asks groups to highlight their future vision of the UAE in 20 years.
5. Teacher asks groups to explain the magazine for 20 minutes in sound Arabic language.

Guidelines:

The task requires the following from students:

1. Finding credible sources that outline the UAE's past and present.
2. Thinking about the groups' vision of the UAE in 20 years.
3. Thinking of how to develop the magazine.
4. Thinking of how to prepare the physical environment to present the magazine.

Third Step: Identifying Performance Indicators

Content:

1. The information presented must be accurate and links the past to the present. The information should also contain new content that was not mentioned in the unit.
2. The magazine should include students' future vision of the UAE in their own words.

Design:

1. It is recommended to be creative when developing the magazine and utilize different colors and images.

Presentation

1. Group members must split the tasks among each other and provide a 20 minute summary about their tasks.
2. Group members must speak in sound Arabic language.
3. Group members must be capable of answering questions from the teacher/ evaluation committee.

Fourth Step: Preparing an Assessment Rubric

Element	Score		
	3	2	1
Comprehensive content outlined in the magazine	The magazine covered events related to the past and present of the UAE in a holistic manner.	The magazine covered events related to the past and present of the UAE well.	The magazine covered events related to the past and present of the UAE in a superficial manner.
Accuracy of information	All content is precise and accurate.	There were minor mistakes in the presented content.	The presented information is not accurate.

Element	Score		
	3	2	1
Enriching information	The magazine covered new enriching information that was not outlined in the unit, and it showed students' clear research efforts.	The magazine covered some new enriching information that was not outlined in the unit, and it showed students' good research efforts.	The magazine did not cover any new enriching information outside of the unit.
Diversity in the magazine's content	There was a good level of diversity in the magazine's content including articles, interviews, links to educational sources and educational games.	There was a good level of diversity in the content.	The content in the magazine was not diverse.
Future aspirations	Students expressed their future vision of the UAE in a comprehensive manner and it demonstrates their deep understanding.	Students expressed their future vision of the UAE in a comprehensive manner and it demonstrates their good understanding	Students expressed their future vision of the UAE in a superficial manner.
Presentation	All group members spoke in sound Arabic language.	Majority of group members spoke in sound Arabic language.	Majority of group members did not speak in sound Arabic language.
Distribution of tasks among the group	There were clear roles for all group members.	Roles were acceptably distributed.	Roles were not distributed fairly.
Creating the appropriate physical environment	The physical environment was prepared appropriately in terms of decorations and supporting materials.	The physical environment was prepared with basic materials but it does not relate directly to the magazine's subject.	The physical environment was lacking decorations and supporting materials.
Learners' responses to questions	Students' responses demonstrate their clear understanding of the UAE's past and present.	Some of the students demonstrate their clear understanding of the UAE's past and present.	Students' responses demonstrate their superficial understanding of the UAE's past and present.
Element	Score		
	Yes (3 marks)		No (0 marks)
Time limit			

Fourth Example:

Subject: Mathematics
(Common Core Standards)

Unit: Geometry

Age Group:
3rd grade

First Step: Identifying Learning Outcomes

Learning Outcomes

Reason with shapes and their attributes.

Links to My Identity:

- Focuses on the architectural details, layout, textures, colors and use of materials that mimic the traditional UAE structures and buildings.
- Focuses on students' knowledge of traditional and modern structures and buildings in the UAE.

Theme

- Culture
- History

Second Step: Designing Authentic Tasks

Task:

Producing a model of a specific structure or building in the UAE using cardboard and recycled plastic materials while highlighting names of shapes within the model and the category they fall under such as:

- Quadrilateral category; (parallelogram, rhombus, rectangle, square, etc)
- Polygon category; (pentagon, hexagon, heptagon, octagon, etc)
- Shapes with curves category; (circle, oval, arch, etc)
- 3D shapes category; (prism, sphere, cylinder, pyramid, cone, cube, etc)



Procedures:

1. Students work individually and they select a famous building in the UAE to build a model of.
2. Students build the models and highlight names of shapes, which category they fall under, sides, angles and any other attributes of shapes.
3. Students present and explain their models to their peers and answer questions from the teacher and classmates.
4. Students describe their role in preserving the UAE landmarks and offer an insight of their aspirations to contribute in building similar structures.

Guidelines:

The task requires the following from students:

1. Searching structures or buildings in the UAE in books and magazines and selecting one to build a model of.
2. Preparing available materials that will be used to design the structure.
3. Following the given measurements suggested by the teacher.
4. Preparing a presentation about the model while ensuring to highlight geometrical shapes in the model and students' aspirations related to structures in the UAE.

Third Step: Identifying Performance Indicators

Design

The model should be produced in a creative manner.

Presentation

1. Students should provide a clear explanation of the building selected, the name and location, as well as reason for selecting the building.
2. Students should be able to provide a clear explanation of the model using mathematical language and highlight any attributes of shapes in the model and the category they fall under.
3. Students should describe their role in preserving the UAE landmarks and offer an insight of their aspirations to contribute in building similar structures.

Fourth Step: Preparing an Assessment Rubric

Teacher evaluates students based on the following elements on a scale from 1-3, where 1 is the lowest mark and 3 is the highest.

Element	Score		
	3	2	1
Students' ability to design a model similar to a structure in the UAE.			
Following the teachers' suggested measurements.			
Students' knowledge of the geometrical shapes in the building and the category they fall under.			
Students' knowledge of the name of the structure in terms of the correct name and location.			
Students' understanding of their role in preserving and contributing to the development of similar landmarks and structures in the UAE.			
Innovative ideas that were added to the model.			



Fifth Example:

Subject: Science PYP

Unit: Living things, earth and space, materials and matter

Age Group: 5 – 7 years

First Step: Identifying Learning Outcomes

Learning Outcomes:

1. Reflect on and self-assess his or her personal use of natural resources
2. Investigate ways that familiar materials can be reused
3. Describe how a particular material is recycled
4. Explore the role of living things in recycling energy and matter

Connecting the Theme:

- Highlights the importance of sustainability and environmental conservation as part of the UAE agenda.

Theme:

Community

Second Step: Designing Authentic Tasks

Task:

Create UAE cultural items (garments, jewelry, head pieces or any other idea) using recycled materials.



Procedures:

1. Students work in pairs.
2. Teacher asks students to find materials in their environment that they can recycle.
3. Students agree on the cultural item they would like to produce using recycled materials.
4. Teacher asks students to provide a description of the cultural item they produced, how the materials were recycled, and their role in recycling objects to ensure sustainability and environmental conservation in the UAE.

Guidelines:

The task requires the following from students:

1. Exchanging ideas regarding how to recycle available materials in the environment.
2. Agreeing on the cultural item that will be recreated and how materials will be recycled to make the desired cultural item.
3. Brainstorming ways to highlight their role in recycling objects to conserve the UAE environment.
4. Providing solid answers that demonstrate their knowledge when asked questions from peers and the teacher about the topic.

Third Step: Identifying Performance Indicators

Design:

The recycled Emirati cultural item should be produced in an innovative manner.

Presentation:

1. Pairs should be able to explain the selected Emirati cultural item and its significance
2. Pairs should provide a clear explanation of the process of recycling the available materials to make the final product.
3. Students should be able to highlight their role in recycling objects to conserve the environment.

Fourth Step: Preparing an Assessment Rubric

Teacher evaluates students based on the following elements on a scale from 1-3, where 1 is the lowest mark and 3 is the highest.

Element	Score		
	3	2	1
Class time given was utilized efficiently to exchange ideas and decide on the item that will be created.			
Various recycled materials were utilized.			
Students' ideas were creative and unique.			
Students demonstrated clear understanding of the significance of the selected cultural item.			
Students were able to clearly explain the process of recycling that was used to create the item.			
Students have a clear understanding of their role in preserving the UAE environment.			
Students were able to confidently answer questions from peers and the teacher			



Sixth Example:

Subject: English as a Second Language (ESL)

Unit: 11 Famous People ⁴

Age Groups: Grade 5

First Step: Identifying learning outcomes

Learning Outcomes

Lesson 1

1. Talk about personal qualities & famous people.
2. Understand specific information about people's jobs and personal details.
3. Complete notes about famous people.

Lesson 2

1. Speculate about people's jobs and personal qualities.
2. Understand personal information about famous people.
3. Complete notes about famous people.

Lesson 3

1. Talk about famous people who help others.
2. Read for specific information about people's actions and lives.
3. Read and match headings to paragraphs.
4. Write sentences to demonstrate understanding of a written text.

Lesson 4

1. Read and understand the meaning of new vocabulary from context.
2. Listen and complete biographical notes.

Lesson 6

1. Write short notes based on prompts for oral presentations.
2. Make an oral presentation for a person they admire.

Themes

Overarching My Identity theme:

Community: Task is focused on identifying famous community members from the UAE and understanding their accomplishments and contributions to the UAE.

Values: Task is focused on identifying common societal values among famous Emirati influentials and how that is applicable to learners' life and future in the UAE.

Second Step: Designing authentic tasks

Task:

Developing and designing a short biography about famous people (leaders, influentials, creators) in the UAE and presenting it to peers.



⁴ For this evaluative task, learning outcomes to be evaluated are from 6 different lessons out of 15 lessons from this unit.

Procedures:

1. Students work in pairs.
2. Pairs select a specific job theme (E.g. Education, technology, space, etc).
3. Pairs select 2 role models within the given job theme.
4. Students work to research the role model they selected.
5. Students develop a short biography describing the job profession and personal qualities of the selected role model in addition to highlighting the qualities they admire.
6. Students attach an image of the selected role model to display along with the short biography.
7. Pairs agree on a format to combine their short biographies and present them to their peers (E.g. Presentation, video, newspaper, magazine, cardboard cutouts or any other desired format).

Guidelines:

The task requires the following from students:

1. Activating prior knowledge and recognizing personal qualities.
2. Finding credible sources about famous people in the UAE.
3. Summarizing the information in the form of a short biography.
4. Designing the delivery method of the 2 combined short biographies.
5. Describing the job profession and personal qualities of the selected role models to peers.

Third Step: Identifying performance indicators

Content

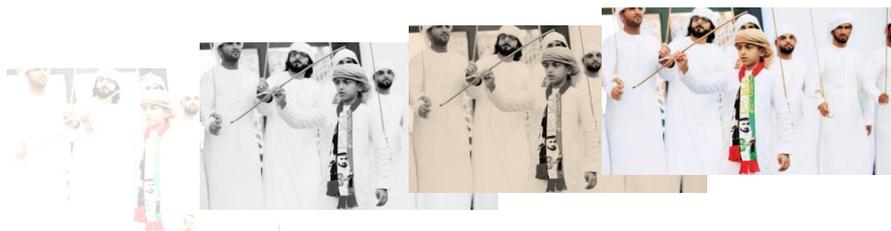
1. The short biography should clearly describe the job profession and personal qualities of the role model in addition to why the student admires them.
2. The short biography should at least contain 10 sentences (2 paragraphs).
3. The short biographies of each paired group are to be under the same job theme.
4. The information presented must be accurate.

Design

1. The short biography should be designed in a creative manner using text and an image of the selected role model and delivered it in the form of a presentation, video, newspaper, magazine, cardboard cutouts or any other desired and creative format.
2. The design format should be agreed on in collaboration with the team member.

Presentation

1. Pairs present together as a team. Students present for a period of 7m each.
2. The delivery method should demonstrate collaboration of the team.
3. Pairs should speak in a sound English language and use linking words such as "so, and, but, because".
4. Pairs are able to present convincing answers to questions from peers and the teacher.



Fourth Step: Preparing an assessment rubric

Biography writing and presentation rubric

1. Proficient: A high degree of competence
2. Capable: An above average degree of competence
3. Satisfactory: A satisfactory degree of competence
4. Emerging: A limited degree of competence
5. Beginning: No key elements are adequately developed

Element	Score (Scale 1-5)
Contains at least 10 sentences with an image	
Presents key facts and events from the famous person's life and job profession	
Provides insight into the person's character	
Includes a clear organizational structure	
Paints a vivid portrait and uses quotes	
Demonstrates creativity and team work in terms of job theme and design	
Lasts for 7 minutes and is presented in sound English	
Demonstrates ability to provide convincing answers to questions	





Teachers invest great efforts when integrating “My Identity” program themes into the lessons. The implementation efforts are as important as the planning ones. To achieve integration, it is critical to evaluate students' progress towards achieving the learning outcomes associated with “My Identity” program which have been sought to be achieved throughout the subject matter. Therefore, the need emerged to provide suggested assessment examples, which can be used and enriched based on your students’ needs.

Dear Teacher,

Below are some of the guidelines that you can take into account when you have completed teaching any unit and would like to assess students' progress in terms of achieving the learning outcomes associated with the "My Identity" program:

1. Summarize the major learning outcomes associated with "My Identity" program that have been achieved throughout the unit.
2. Think of questions related to the learning outcomes associated with "My Identity" program that can be included in the achievement tests.
3. Think of authentic tasks to measure students' progress towards the learning outcomes associated with "My Identity" program.
4. Use a variety of assessment methods where achievement tests can be adopted in some cases and authentic assessment methods can be adopted in others.
5. Same subject and grade teachers can agree to form an assessment committee (especially authentic assessment) to ensure objectivity.
6. Introduce students to authentic assessment tasks and assessment methods.
7. Allocate specific times for students during the semester to work on assessment tasks.
8. Allocate specific times throughout the semester to evaluate students' work on assessment tasks.
9. Analyze the assessment results to build on strengths and address weaknesses. The school can select one of the six themes during the semester to assess students' understanding of it and a different theme must be selected during the next semester.

Conclusion

The first part of this guide provides an introduction to the importance of authentic assessment to measure students' achievement of the learning outcomes. This part of the guide is focused on providing a variety of "general and specialized" examples of how to apply authentic assessments to measure student learning by focusing on providing examples of general learning outcomes for My Identity program and other learning outcomes for other subjects.

Dear Teacher,



In this section, we provide a variety of ideas, and we are aware of your creative potential, so you can take a look at the examples provided in this part of the guide, and build on them to create other examples that meet your students' needs.



References:

- Mueller, J 2016, *Authentic Assessment Toolbox*. Available from: <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm> [July 2018]
- Person, C 2018, 40 Alternative Assessment Ideas for Learning. Available from: <http://www.teachhub.com/40-alternative-assessments-learning> [July 2018]





Second Part:



Classroom activities to strengthen students' National Identity



Classroom activities to strengthen students' National Identity

The second part of the guide includes examples of integrated lesson plans for different subjects. The plans are focused on clarifying how to integrate the themes of My Identity program in a way that achieves the lesson's objectives.

Dear Teacher,



You can take advantage of the examples provided and build on them to benefit your students. Keep in mind that "every hour spent on good planning saves three or four hours during implementation".



Islamic Studies



Arabic Language



Social Studies



Math



Science



English Language





First: Islamic Studies Lesson Plan

Subject: Islamic Studies

Ministry Of Education Curriculum 2017/2018

Lesson title: Migration to Abyssinia

Age Group Level: grade 4

Date:.....

Unit Length: 2 lessons

My Identity Program Themes: History, Values

Learning outcomes:⁵



By the end of the lesson, students will be able to:

- Explain the reasons behind Muslims' migration to Abyssinia.
- Understand the kind treatment between Muslims and non-Muslims.
- Understand the benefits of Islam from Jaafar ibn Abi Talib's dialogue.

Learning resources:



- Video
- Map illustrating the migration to Abyssinia
- Worksheets

Lesson activities:

Lesson Activates



Introduction Activity: Video

- The teacher presents a video showing the migration of Muslims to Abyssinia.
<https://www.youtube.com/watch?v=nfTCm6cpbA0>
- Teacher asks students to work in groups.
- Teacher organizes a competition between groups (snakes and ladders game in worksheet 1) by asking a set of questions related to the video. The winning group is the one that reaches the finish line first.
- Teacher concludes the activity by summarizing the main ideas in the video.

Learning resources:

- Video
- Worksheet (1)

⁵ This plan includes the first part of the lesson / includes one lesson

Lesson Activities



Activity 2:

- Teacher asks students to work in groups.
- Teacher asks students to read the section “Read and answer” in their book.
- Teacher distributes cards that contain a set of questions (worksheet 2).
- Teacher asks groups to answer the questions.

Learning resources:

Worksheet 2

Links to My Identity Program:

Theme: Values

Teacher focuses on the values outlined in the section and asks students to provide real life examples from the UAE.

Lesson Activities



Activity 3:

Teacher presents a map showing the migration of Muslims to Abyssinia.

Learning resources:

Map showing the migration of Muslims to Abyssinia.

Links to My Identity Program:

Theme: History

Teacher highlights that the UAE is part of the Arabian Peninsula and was part of key events throughout the history of the Islamic state. Teacher mentions that the UAE witnessed significant historical events throughout the Islamic era and continues to play a pivotal role in the region and the world due to the efforts of the UAE leadership.

Lesson Activities



Activity 4:

- Teacher presents the section “evidence” in the book.
- Teacher facilitates a discussion about the question highlighted in that section.
- Teacher asks students to work in groups and hands out a card to each group.
- Teacher asks groups to provide examples of how to promote peaceful coexistence in the UAE.
- Teacher discusses students’ answers.

Learning resources:

- Cards

Links to My Identity Program:

Theme: Values

Teacher focuses on the value of peaceful coexistence that is mentioned in the section and focuses on the role of the UAE in achieving peaceful coexistence among all nationalities.

Lesson Activities



Concluding Activity: Activity 5

- Teacher asks students to work individually.
- Teacher distributes exit tickets to students.
- Teacher asks students to complete the task requested.
- Teacher asks students to hand over the cards.

Learning Resources:

- Exit Tickets

Assessment



Formative Assessment

Teacher asks different questions throughout the lesson to check students' understanding.

Summative Assessment

Exit Tickets



Learning Resources

Subject: Islamic Studies

Worksheet 1

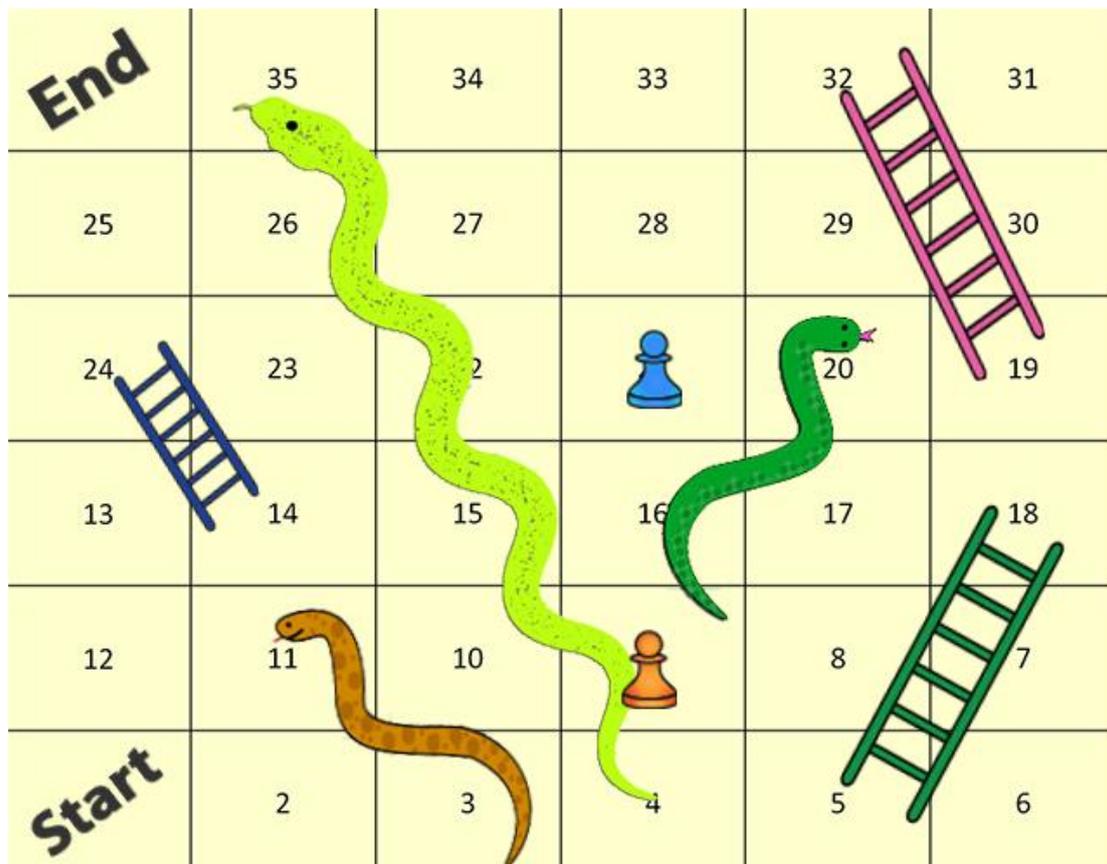
Lesson Title: Migration to Abyssinia

Age Group Level: Grade

Guidelines:

- Teacher prepares the game board "Snakes and Ladders" shown in figure (1) in addition to all other necessary materials such as dice and others.
- Teacher prepares a set of questions that will be asked to groups and that relate to the video that was shown. Examples include:
 1. What is the verse "Surah" that refers to migration to Abyssinia?
 2. What did the prophet peace be upon him say about the land of Abyssinia?
 3. What caused the migration of Muslims to Abyssinia?
 4. Which year did the first group of companions "Sahaba" migrate to Abyssinia?

Figure (1)



Subject: Islamic Studies

Worksheet 2

Lesson Title: Migration to Abyssinia Age Group Level: Grade 4

Question cards

First question: Why was Abyssinia chosen as the destination of immigration?

Second question: What caused the second round of migration to Abyssinia?

Third question: Who did Quraysh send to Negus?

Fourth question: How many years did the Muslims stay in Abyssinia?

Fifth question: Outline the values that were apparent in the paragraph you read.



Subject: Islamic Studies

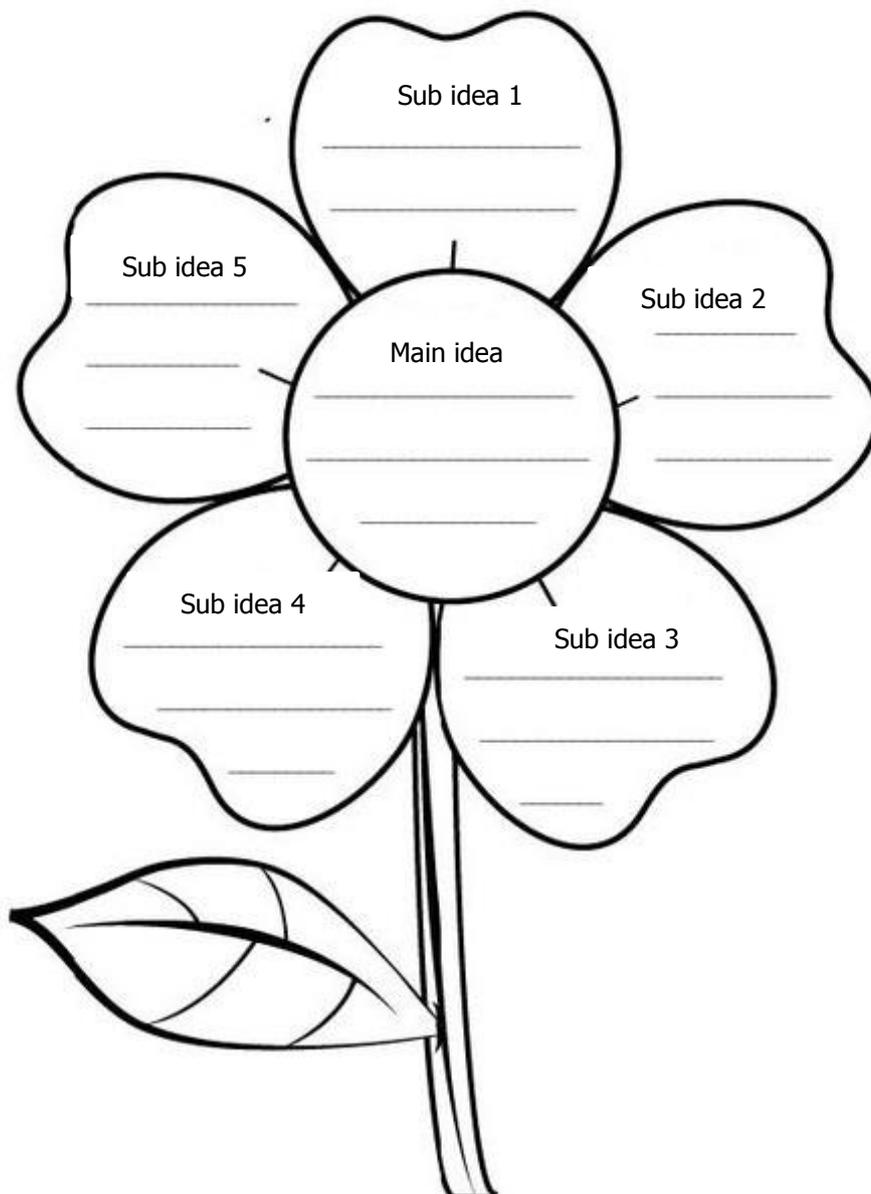
Exit Tickets

Lesson Title: Migration to Abyssinia

Age Group Level: Grade 4

Dear Student:

Use the graph below to summarize the ideas you learned throughout the lesson.





Second: Arabic Language Lesson Plan

Subject: Arabic Language

Ministry of Education Curriculum 2017/2018

Lesson Title: Verbal and nominal sentences

Age Group Level: Grade 3

Date:

Unit Length: 2 lessons

My Identity Program themes: Community, Culture, Citizenship

Learning Outcomes: ⁶



By the end of the lesson, students will be able to:

- Create a nominal sentence (beginning + information) and an extended nominal sentence (beginning + adjective + information) (beginning + added + information) (beginning + semi sentence + information) simulating a pattern.
- Create a verbal sentence (verb + doer + object) and an extended verbal sentence (verb + doer + adjective + semi sentence + object) (beginning + added + information) simulating a pattern.

Learning Resources:



- Video: Beautiful Dreams
- Worksheets

Lesson Activities:

Lesson Activities



Introduction Activity: Video

- Teacher presents a video titled: Beautiful Dreams
- Teacher facilitates a discussion about the video shown and lessons learned.

Learning resources:

Video

<https://www.youtube.com/watch?v=E1VJutq-KpA>

Links to My Identity Program:

Themes: Values, History

- Teacher focuses on the value learned from this video.
- Teacher asks students about famous birds in the UAE and HH Sheikh Zayed's favorite birds.

⁶ This plan is focused on achieving the first learning objective in one lesson. The teacher can complete the lesson in more than one lesson. However, the activities are enough for one lesson.

Lesson Activities



Activity 2

- Teacher writes the sentences in the video on the whiteboard and illustrates the nominal sentence and its components to students.

Lesson Activities



Activity 3

- Teacher asks students to work in groups.
- Teacher hands out a number of cards to groups.
- Teacher asks students to write a sentence that reflects the image on the card.
- Groups display their work and discuss it to ensure that the written nominal sentences are accurate.

Learning resources:

- Sentence cards

Links to My Identity Program:

Themes: Arabic Language, History, Community, Values, Citizenship, Culture

Lesson Activities



Concluding Activity: Activity 4

- Teacher asks students to write a nominal sentence that expresses their love of the UAE.
- Teacher asks students to read the sentence out aloud.

Links to My Identity Program:

Themes: Arabic Language, History, Community, Values, Citizenship, Culture

Assessment



Formative Assessment

The teacher monitors students' responses to the third activity and corrects them.

Summative Assessment

The teacher evaluates students' responses throughout the final activity to determine students' progress towards achieving the learning outcomes.

Learning Resources

Subject: Arabic Language
Ministry of Education Curriculum 2017/2018

Sentence Cards

Lesson Title: Verbal and nominal sentences

Age Group Level: Grade 3

Date:

Unit Length: 3 lessons

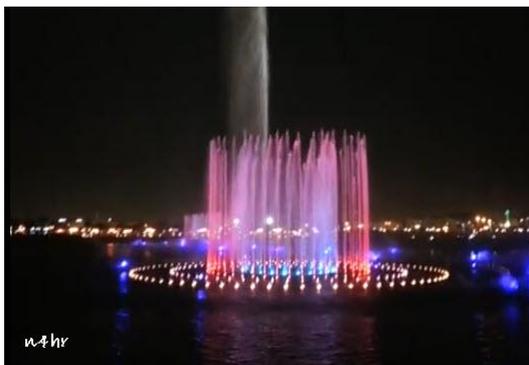
My Identity Program themes: Community, Culture, Citizenship

Task:

Group members write nominal sentences reflecting the images below:



A large rectangular area with a dashed border, intended for writing a nominal sentence related to the image of the Burj Khalifa.



A large rectangular area with a dashed border, intended for writing a nominal sentence related to the image of the Dubai Fountain.



A large rectangular area with a dashed border, intended for writing a nominal sentence related to the image of the Yas Viceroy Hotel.

Third: Social Studies Plan

Subject: Social Studies
Ministry of Education Curriculum 2017/2018

Lesson Title: Climate and nature of my country

Age Group Level: Grade 4

Date:

Unit Length: 2 lessons

My Identity Program Themes: Community, Values, Culture, Citizenship

Learning Outcomes ⁷:



By the end of the lesson, students will be able to:

- Compare between plant and wildlife in the UAE.
- Appreciate the UAE wildlife conservation efforts.

Learning Resources:



- Opening activity questions
- Book
- Internet
- Concluding activity questions

Lesson Activities:

Lesson Activities



Introduction Activity 1: Reviewing prior learning

- Teacher reviews students' prior learning about the climate characteristics in the UAE.
- Teacher asks students to work in groups.
- Teacher asks groups to select a representative.
- Teacher asks representatives to stand in a row.
- Teacher informs groups that questions will be asked to the group representatives where they consult with the group members before answering. If the answer is correct, the representative takes a step forwards and if it is incorrect, they take a step backwards. The winning group is the one that reaches the end point first.
- Teacher asks groups a number of questions about the climate of the UAE.
- The representatives answer after consulting with group members.
- Correct answers grant a step forward and incorrect ones a step back.

Learning resources:

Opening activity questions

⁷ A part of the lesson will be presented which is the one related to the specified learning outcomes. Focus will be on the plant life.

Lesson Activities



Activity 2:

- Teacher clarifies that the lesson will be about natural and plant life.
- Teacher explains the two types of plants; annual and perennial trees.
- Teacher asks students to work in 4 groups.
- Teacher asks the:
 - 1st and 2nd groups to review the book and read the paragraph about perennial trees.
 - 3rd and 4th groups to review the book and read the paragraph about annual trees.
- Teacher asks groups to use the internet and read about the following trees: Al Sidr tree, Samar, wood-sorrel, and truffle.
- Teacher asks students to present a summary of the trees and their benefits.
- Groups present and discuss their work.

Learning resources:

- School book
- Internet

Lesson Activities



Activity 3:

- Teacher highlights the UAE plant and wildlife conservation efforts.
- Teacher asks students to clarify their roles in maintaining the plant and wildlife in the UAE.
- Teacher listens to students' answers.

Links to My Identity Program

Themes: Citizenship, Community

Teacher highlights the role of the UAE in preserving plant life and emphasizes the role of students in preserving it.

Learning resources:

- School book
- Internet

Lesson Activities



Concluding Activity 4 (Questions ball):

- Teacher concludes the lesson with a final activity titled questions ball.
- Teacher asks students to stand in a circle.
- Teacher prepares a ball made up of paper layers, each layer contains a question.
- Teacher throws the ball at one of the students.
- The student removes the first layer and answers the question then throws the ball to a classmate.
- The activity continues until all questions are answered.
- Teacher asks students to complete the questions on page 66 for homework.

Assessment



Formative Assessment

The teacher asks different questions throughout the lesson to check students' understanding.

Summative Assessment

The teacher evaluates students' responses throughout the final activity to determine students' progress towards achieving the learning outcomes.



Learning resources

Subject: Social Studies

Opening Activity Questions

Lesson Title: Climate and nature of my country

Age Group Level: Grade 4

1. What is climate?
2. What are the factors affecting the UAE climate?
3. Which part of the country is the position of the Tropic of Cancer?
4. Which bodies of water surround the UAE?
5. Describe the UAE climate in summers and winters.

True or False

- Temperature rises in mountainous areas.
- The climate at the base of the mountain is warmer than the top of the mountain.
- Areas near the sea have less rainfall than inland areas.

Subject: Social Studies

Concluding Activity Questions

Lesson Title: Climate and nature of my country

Age Group Level: Grade 4

1. What types of plants exist in the UAE?
2. What are perennials?
3. What are annual plants?
4. Name the characteristics of perennial plants and provide examples.
5. Give examples of annual plants.
6. What is the importance of desert plants?



Fourth: Mathematics Plan

**Subject: Mathematics (Common Core State Standards)
American Curriculum**

Lesson Title: CCSS.Math.Content.3.OA.D.8

Age Group Level: Grade 3

Date:

Unit Length: 9 standards

My Identity Program themes: History, Values, Community, Culture

Learning Outcomes:



By the end of the lesson, learners will be able to:

- Solve two-step word problems using the four operations.
- Represent these problems using equations with a letter standing for the unknown quantity.
- Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Learning Resources:



- Worksheet 1
- Worksheet 2
- Mini white-boards

Lesson Activities:

**Lesson
Activities**



Activity 1:

- The teacher reminds students of the four operations (+, -, x, ÷) asking them to answer simple questions on the board.
- The teacher splits students into groups.
- Students solve worksheet 1.

Learning resources:

- Worksheet 1

Links to My Identity Program:

- Word problems include UAE references and landmarks.
- The teacher facilitates a simple discussion about the examples highlighted in the worksheet.

Lesson Activities



Activity 2:

- Students complete the worksheet 2 individually.
- Teacher discusses the worksheet with students.

Learning resources:

- Worksheet 2

Links to My Identity Program:

Themes: History, Values, Community, Culture

MP1. Highlights history and food culture of the UAE where the teacher could briefly discuss the benefits of dates, where they grow and traditions of the UAE community in serving it to guests.

MP2. Highlights examples of governmental careers in the UAE.

MP3. Highlights traditional dishes in the UAE

MP4. Highlights traditional Emirati dress

MP5. Highlights historical importance of camels and camel milk

MP6. Highlights famous landmarks in the UAE

Lesson Activities



Critical Thinking: Activity 3

- Students work in pairs to write a math problem related to their life in the UAE and similar to worksheet 2.
- Students present the math problem to the class. Students solve the presented problems in their pairs using their white-boards.

Learning Resources:

- Mini white-boards

Links to My Identity Program:

The teacher connects the presented problems to the UAE national identity themes based on the nature of the math problem presented.

Assessment



Pre- Assessment

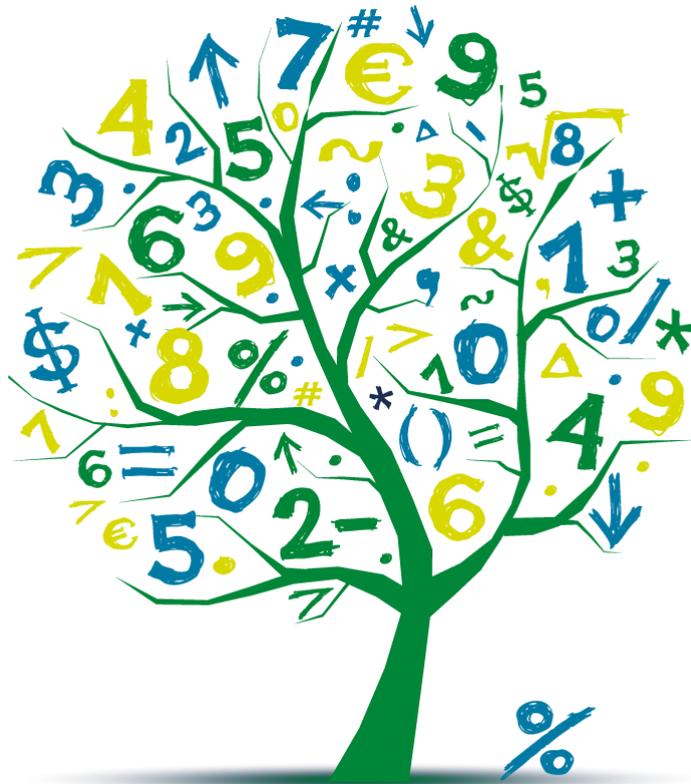
Students are asked to complete a small quiz at the beginning of the lesson that consists of four questions about the four operations to assess their prior learning.

Formative Assessment

The teacher uses worksheets 1 and 2 to evaluate students' understanding and progress in solving step-word problems as well as their knowledge of the UAE culture.

Summative Assessment

For homework, students are asked to work on a project where they write four mathematical two-step problems about the four operations. The questions should also reflect their UAE knowledge through using food, currency, landmarks, and clothing items from the UAE.



Learning resources:

**Subject: Mathematics (Common Core State Standards)
American Curriculum
Worksheet 1**

Lesson Title: CCSS.Math.Content.3.OA.D.8

Age Group Level: Grade 3

Unit Length: 9 standards



Vox Cinema in Yas mall is selling tickets for the Hotel Transylvania movie. They can sell 1 ticket for each seat in the cinema. The cinema has set up 10 rows of chairs. There are 8 chairs in each row.

1. Find the total number of chairs in the room.

2. Vox Cinema has already sold 60 movie tickets. How many more tickets can they sell?

Subject: Mathematics (Common Core State Standards)
American Curriculum
Worksheet 2

Lesson Title: CCSS.Math.Content.3.OA.D.8

Age Group Level: Grade 3

Unit Length: 9 standards

Read the problem. Choose the operation then solve. Don't forget to include the unit and ask yourself if your answer is reasonable.

1. Mohammad has 4 packs of dates. Each pack has 15 pieces of dates. How many pieces of dates are there in total?



2. Badir works 7 hours a day as a policeman at the Dubai police. How many hours does he work in 5 days?



3. Shiekha is selling boxes of Lugimat for 8 Dirhams each. She collects a total of 72 Dirhams. How many boxes of Lugimat did she sell?



4. A store at Global Village ordered 64 pieces of white cloth to produce hand-made Kandouras. They came equally divided in 8 boxes. How many pieces of cloth are there in each box?



5. Ghalya needs to buy 54 bottles of camel milk. Camel milk comes in packs of 9. How many packs does she need to buy?



6. Let's assume that Burj Al Arab has 9 floors. Each floor has 8 rooms. How many rooms are there altogether?





Fifth: Science Lesson Plan

**Subject: Science Strand
PYP**

Lesson Title: Conservation and Interdependence

Age Group Level: 5-7 years

Date:

Science Strand: Living Things

Learning Outcomes:



Learning Outcomes:

By the end of the lesson, students will be able to:

- Describe the natural features of local and other environments (for example, underlying geology).
- Analyze ways in which humans use the natural environment.
- Identify or generate a question or problem to be explored in relation to human impact on the local environment.

Learning Resources:



Learning Resources:

- Worksheet 1 (KWL)
- Worksheet 2 "Where do we live?"
- Mini white-boards
- Flipchart
- Old newspapers about the environment
- Colored paper, scissors, tape, play dough, coloring pencils

Lesson Activities:



Activity 1:

- Teacher asks students to answer the KWL sheet highlighting what they have learned and want to learn about the natural features of the UAE local environment and impact of humans on it.

Learning resources:

- Worksheet 1 (KWL)

Lesson Activities



Activity 2:

- Students take a walk around the school playground to observe the local environment.
- Students write down descriptions of the natural features they notice surrounding them.
- Students complete the “Where do we live?” worksheet 2.

Learning Resources:

- Mini white-boards
- Worksheet 2 “Where do we live?”

Links to My Identity Program:

Themes: History

The teacher highlights the three geographical zones found in the UAE; flat desert, coastal plain and mountain ranges. Teacher gives examples from the worksheet students completed and highlights ancestors’ history of pearl diving and camel racing.

Lesson Activities



Activity 3:

- The teacher asks students how they use the environment in their everyday life. Teacher then gives a brief introduction of the positive and negative ways that humans use the environment (i.e., positive: afforestation, conservation of resources, negative: littering, pollution etc).
- Students will be split into two groups to brainstorm how humans use the environment positively and negatively.
- Students will produce a mind map showing the ways that humans use the environment.
- The group showing the positive ways will present followed by the second group.
- A debate will be facilitated between the two groups.

Learning Resources:

- Flipchart

Lesson Activities



Activity 4

- The teacher writes the following question on the board “How can we utilize the UAE’s natural features?” Example: (Building Masdar city to generate renewable energy sources)”.
- Students start working during class time in groups to answer the question and present their ideas.
- Students are asked to be creative using materials available to them in the classroom to create a brochure, magazine, newspaper, presentation or any other idea they have.
- The assignment could be completed as homework.

Learning Resources:

- Old newspapers about the environment
- Colored paper, scissors, tape, play dough, coloring pencils

Links to My Identity Program:

Themes: Community

The teacher highlights the UAE government’s vision to conserve the environment and create renewable sources of energy. (E.g. UAE vision 2021 “Sustainable Environment and infrastructure”).

Assessment



Pre- Assessment

Students answer to a KWL chart about what they know and want to learn about the natural features of the environment in the UAE and how humans impact it.

Formative Assessment

After completing worksheet 2, the teacher asks students to name a country that they are interested in learning more about it terms of its natural features. The teacher displays an image of that country and asks random students to describe the features shown in the image using scientific language as well as comparing it to the environment in the UAE.

Summative Assessment

Students complete what they have learned in the “L” part in the KWL chart.

Students complete the project and are asked to present it to their peers. The teacher asks individual questions to assess students’ understanding and awareness of the environment.

Learning resources

**Subject: Science Strand
PYP
Worksheet (1)**

Lesson Title: Conservation and Interdependence **Age Group Level:** 5-7 years

Date: **Science Strand:** Living Things

Dear Student: Use the following table to record what you already know and want to learn about the natural features of the UAE and how humans impact it. At the end of the lesson, please complete the third column of the table "What I Learned"?

<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

We wish you a joyful time in science class! 😊

Ajman



Abu Dhabi



Dubai



Ras Al Khaimah



Fujairah



Sharjah



Um al- Quwain



Sixth: English Language Lesson Plan

Subject: English as a Second Language (ESL)
Ministry of Education Curriculum 2017/2018

Lesson Title: Food and Drinks

Age Group Level: Grad 5

Unit Length: 15 lesson

Date:

My Identity Program themes: Culture, Community



Learning Outcomes:

By the end of the lesson, learners will be able to:

- Read and talk about school lunches around the world
- Listen and summarize information about what someone chooses for lunch



Learning Resources:

- Food Cards
- Short Story
- Worksheet 1 (Children from around the globe)
- Flashcards
- Video
- Worksheet 2 (Nutrition Rocket game)

Lesson Activities



Talk about it: Activity 1

- Divide learners into groups and distribute a number of food cards that show local Emirati dishes and international dishes.
- Ask learners to name what they know about the dishes and express whether they like or dislike different food items.

Learning Resources:

- Food Cards

Lesson Activities



Listen: Activity 2

- Learners will be asked to recite famous dishes in the UAE and a parent will be invited to tell a short story about the dish "Harees".
- A parent or a local community member volunteers to help in designing a short story about how the traditional "Harees" dish is made and participates in telling the story to the learners.

Learning Resources:

- Short Story

Links to My Identity Program:

Themes: Culture, Community

The parent/ local community member highlights the history and origin of the Emirati dish "Harees". They also explain the traditional ways of preparing this Emirati dish and how it connects families and friends.

Lesson Activities



Read: Activity 3

- The teacher distributes a worksheet that includes a profile of children from around the globe and their favorite lunch. Learners read the names of children and their favorite lunch. Learners are asked to share their opinion about different lunches from around the globe.
- Learners are asked to write the names of food items mentioned under the correct food group "Vegetables, Fruit, Dairy Products, Grains, Protein" in the table provided.

Learning Resources:

- Worksheet 1

Links to My Identity Program:

Themes: Culture

Learners are asked to recall the Emirati child's favorite lunch from the worksheet and describe the dish "Thareed" and how it is made if they are familiar with it. Learners are asked to name other Emirati traditional dishes they know and share the name in Arabic language or Emirati dialect if possible.

Lesson Activities



Write and Summarize: Activity 4

- Learners are asked to write a short description of their favorite lunch on a flash card. Learners exchange flashcards and pairs of learners come up to introduce their classmates and describe their favorite lunch.

Learning Resources:

- Flashcards

Lesson Activities



Listen and Share: Activity 5

- Learners are asked to share what they know about “healthy” and “unhealthy” meals and provide examples of each category.
- The teacher presents a video about food groups.
- Learners play the “Nutrition Rocket” game to place different food items in the accurate food group on the food pyramid.
- Learners complete the worksheet.

Learning Resources:

- Video
“<https://www.youtube.com/watch?v=O0T3EP4NEpI>”
- Worksheet 2

Assessment



Pre- Assessment

Learners are asked to fill a KWL chart to highlight what they know and want to know about food groups and traditional Emirati dishes in order for the teacher to assess their prior knowledge.

Formative Assessment

The teacher uses the same food cards and plays a quick game of showing the flashcards and asking students to name the different dishes, whether it’s considered healthy or unhealthy and which food group it belongs in.

Summative Assessment

Learners complete what they have learned in the “L” part in the KWL chart.

For homework, learners are asked to prepare a brochure including images of five of their favorite dishes and a summary about each of the dishes. Students will discuss the brochure they have prepared with the teacher.

Learning Resources:

Subject: English as a Second Language (ESL)

Ministry of Education Curriculum 2017/2018

Worksheet (1) Children from around the globe

Lesson Title: Food and Drinks

Age Group Level: Grade 5



Hello, I am Sophia from Brazil and my favorite lunch is Pão de Queijo (cheese bread), Guarana (drink made with small red berries) and Feijoada, (a bean stew made with meat and rice)

Hello, I am George from the UK and my favorite lunch is roast beef and Shepherd's pie (a dish of minced meat under a layer of mashed potato)

Hello, I am Wang Wei from China and my favorite lunch is Kung Pao Chicken (stir-fried dish made with chicken, peanuts, vegetables, and chili peppers) and cheese spring rolls

Hello, my name is Eeva from Tahiti and my favorite lunch is Poisson Cru (made of tuna) and fried grouper fish

Hello, I am John from the USA and my favorite lunch is pizza and french fries

Hello, my name is Saanvi from India and my favorite lunch is chicken Biryani and garlic naan bread

Hello, my name is Jose from Mexico and my favorite lunch is fish tacos and tortilla soup (made of fried corn tortilla pieces with tomato, garlic, onion, and spices)

Hello, my name is Luis from Germany and my favorite lunch is **Rouladen (thinly slice of meat around a filling of meat and vegetables) and blaukraut** (cooked red cabbage)

Hello, my name is Yui from Japan and my favorite lunch is tuna and shrimp sushi and miso soup (a traditional Japanese soup consisting of miso paste and vegetables)

Hello, I am Jack from Scotland and my favorite lunch is Scottish salmon and Sticky toffee pudding (dessert consisting of a very moist sponge cake, made with finely chopped dates, covered in a toffee sauce)

Hello, my name is Mohamad and I am from the United Arab Emirates. My favorite lunch is Thareed (made from pieces of bread in a vegetable or meat broth) and lugimat (deep fried dumplings with syrup)

I am Olivia from Canada and my favorite lunch is poutine (consists of french fries and cheese curds topped with light-brown gravy) and butter tarts (sweet tart consists of a filling of butter, sugar, syrup, and egg)

My name is Akia from Africa and my favorite lunch is Piri piri chicken and fresh mango

My name is Alexandra from Russia and my favorite lunch is Beef Stroganoff (sautéed pieces of beef served in a sauce with smetana) with Sweet-and-Sour Cabbage

My name is Édouard from France and my favorite lunch is Coq au vin (chicken braised with spices, meat, mushrooms, and optionally garlic) and macaroons (a small biscuit/cookie, typically made from ground almonds, coconut, and/or other nuts)

Fill in the table below with items you hear from the children's lunches:

Vegetables	Fruit	Dairy Products	Grains	Protein

Subject: English as a Second Language (ESL)

Ministry of Education Curriculum 2017/2018

Lesson Title: Food and Drinks

Age Group Level: Grade 5

Resource: Food Cards

Unit Length: 15 lessons

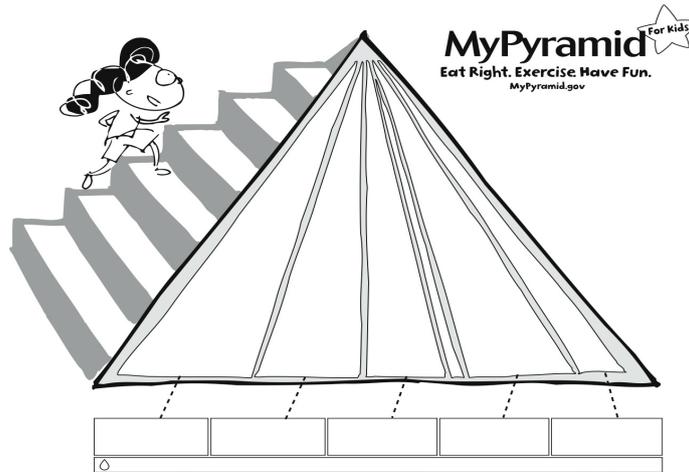


Subject: English as a Second Language (ESL)
Ministry of Education Curriculum 2017/2018

Worksheet (2)

Lesson Title: Food and Drinks

Age Group Level: Grade 5



Write the names of food groups in the appropriate food category then play along with the nutrition rocket game video. After finishing the game, choose 5 Emirati and Arab food items from the pictures below and place them under the correct food group.





Conclusion

Planning is essential to the process of successful teaching. Teachers must be fully aware of the nature of the activities that will take place during the lessons and should ensure effective planning of them. National identity integration is one of the main requirements that must be achieved throughout the lessons. Therefore, teachers must plan suitable activities that promote national identity. We hope that the activities proposed in this section will contribute to providing some examples that you can use and build on based on your students.







Third Part:



Innovation and Strengthening National Identity



Introduction

Innovation and creativity have become fundamental skills and a measure of nations' progress and development. The United Arab Emirates is considered an incubator of innovation and creativity due to the vision of the wise leadership that emphasized the importance of establishing innovation and creativity as part of the lifestyle and culture and a key driver of development and economic growth.

The United Arab Emirates' ever-growing interest in promoting innovation and creativity has been apparent when the year of 2015 was announced as the "Year of Innovation" in line of the directives of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE. His Highness Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE's Armed Forces underlined that education and highly educated individuals have a fundamental priority in the UAE where they are regarded as a pioneering vehicle for innovation, ambition and cultural and human development. His Highness Sheikh Mohammed bin Rashid Al Maktoum highlighted the following: "More than any other time, we need to boost innovation among young people, build nurturing environments in our society, and encourage our schools and universities to equip our youth with skills in research and discovery methodologies."

Dear Teacher,



We need to apply new and innovative strategies to ensure that the classroom is a place to inspire ideas and stimulate creative thinking. Here comes your turn as you can do a lot to achieve this. We will supply you with a number of guidelines that contribute to the promotion of creativity and innovation in teaching. We will also provide a number of innovative projects that you can assign students to work on and that contribute to the development of their skills in innovation and creativity.



First: Guidelines to Stimulate Creativity and Innovation in the Classroom

Asking Questions



Grouping Method



Patented Ideas



Project-Based Learning



Creative Digital Thinking Tools



Linking Knowledge & Skills to Real Life



Integration of Subjects



Inventions and Innovations



Presenting Creative & Innovative Projects



Asking Questions

Global organizations and establishments such as **CEE (Creativity, Culture and Education)** urge teachers to allow students to independently explore concepts and knowledge by asking appropriate questions. This goal should be at the heart of the planning process, with the aim of creating an effective learning environments centered around the student. Questions are not only aimed at collecting information and acquiring knowledge, but also extend to developing students' critical thinking and exploration, especially when allowing unrestricted questions that examine logic and stimulate creativity.



Grouping Method

This method aims to transform the classroom into an interactive environment where discussion and dialogue take place. This encourages students to generate new ideas, innovate and be creative.



Patented Ideas

Teachers should create an environment where students feel that their ideas and answers are of great value and constitute a kind of innovation. Students are constantly in need of emotional stimulation and support which in turn nurtures a spirit of creative thinking and self-confidence. They should be encouraged to critique their ideas to develop or improve them.



Project-Based Learning

Project-based learning helps to develop social skills, enhance the spirit of leadership and creativity, and improve writing and research skills. Projects allow students to integrate the knowledge they have gained with their individual skills through engaging in planning with classmates, evaluating the final project results and comparing them to the desired outcomes. The teacher's role here is to only direct and assist.



Creative Digital Thinking Tools

Modern technologies can be an exciting way to achieve learning goals for today's students, especially if they are used in classrooms. There are a variety of educational applications for tablets, computers and others that can stimulate students' creative thinking and motivate them to learn effectively. The role of the teacher is to choose an appropriate tool and integrate it based on the nature of the subject and the skills they are aiming to develop.



Linking Knowledge & Skills to Real Life

It is important to help students understand the relationship between concepts, skills, knowledge and real life, especially when it comes to abstract concepts such as mathematics. When, for example, geometry is taught, students can be given real examples of appropriate geometric shapes. This helps them understand what they learn through a smooth transition from theory to practice.



Integration of Subjects

Modern learning strategies tend to emphasize common concepts between different subjects whenever possible. This makes learning applicable and somewhat tangible for students. Many lessons in various subjects present an opportunity for integration such as drawing and mathematics or geography and science.



Inventions and Innovations

Students tend to know the history of discoveries and inventions when they are discussed during the lesson. It is perhaps a good opportunity to further highlight the historical and scientific aspects through learning the biography of the inventors and focusing on the political, social and economic motives that led to the invention or development of a device and linking it to the scientific revolution that contributed to these discoveries and inventions.



Presenting Creative & Innovative Projects

Students typically like to display their inventions whether research, press releases, reports, drawings, crafts or anything else developed through school activities or through an individual initiative to express their views and highlight their talent. It would be beneficial to allocate a space in the classroom that could be called "Creative Space" for example. You will find that all students will be quick to produce and present their ideas. As a teacher, you must encourage all ideas and initiatives and offer advice to develop or improve those ideas.





Second: Suggested Innovative Projects



**Project 1:
Arabian
House**



**Project 2:
Safe Car**



**Project 3:
I am Emirati**



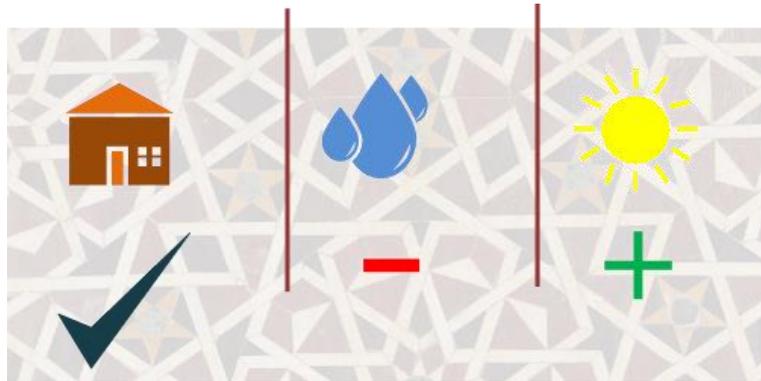
**Project 4:
Our minds are our
future**

Project 1: "Arabian House" (Grade 10)

Project Description

The main idea of the project revolves around:

Designing a modern, environmentally friendly house that reflects the Arab and Islamic culture.

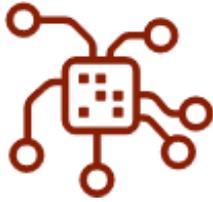


Project Details

- Building Area: 150m - 200m
- Garden area and accessories: 300m - 400m
- The building has aesthetic touches that reflect the culture and heritage of the UAE.
- The building is environmentally friendly in terms of recycling water and using effective solar energy.

The project will be evaluated by specialized committees and experts (parents, teachers, local community)

Project Specifications



Developing students' scientific and practical experiences in the field of technology.



Promoting the values of citizenship and preservation of heritage.



Promoting a sense of responsibility towards the environment and deepening the concept of sustainability.



Forming links between the education and the labor market.



Enhancing the concept of entrepreneurship among students.



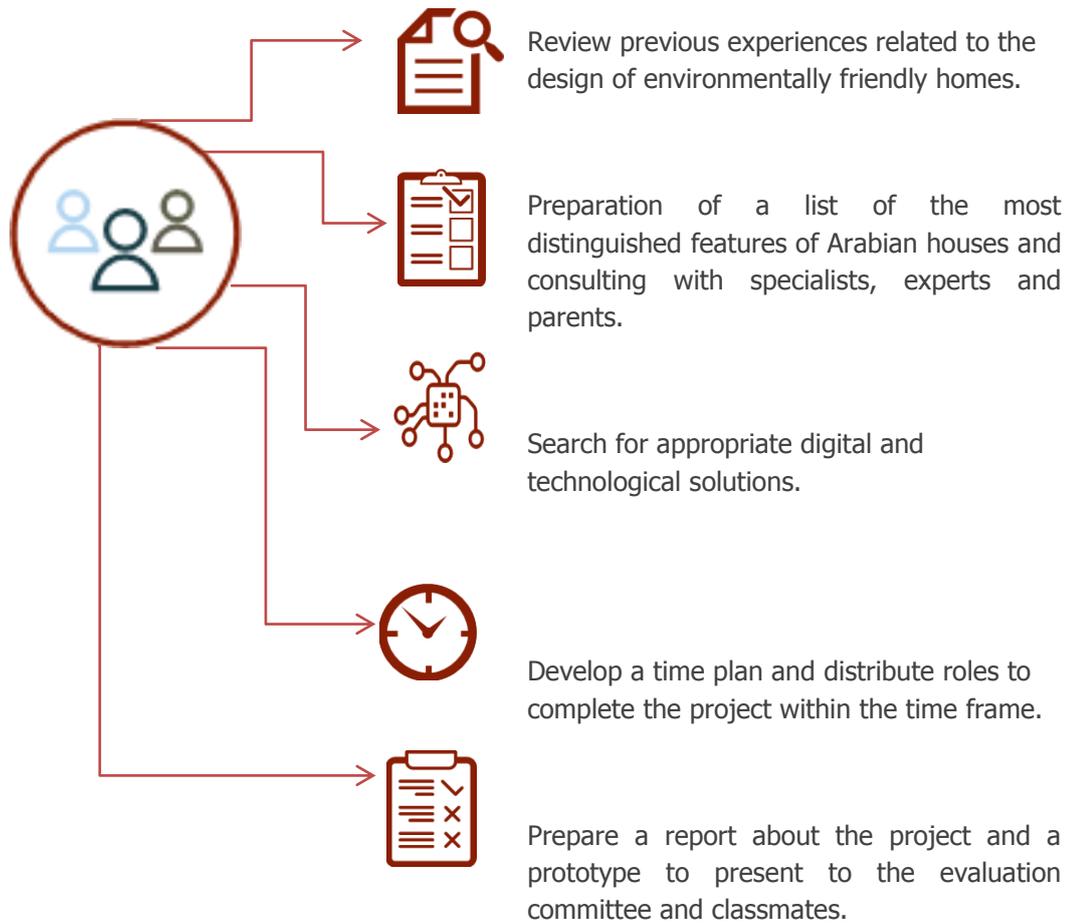
Developing students' creativity and innovation skills.

Project Timeline

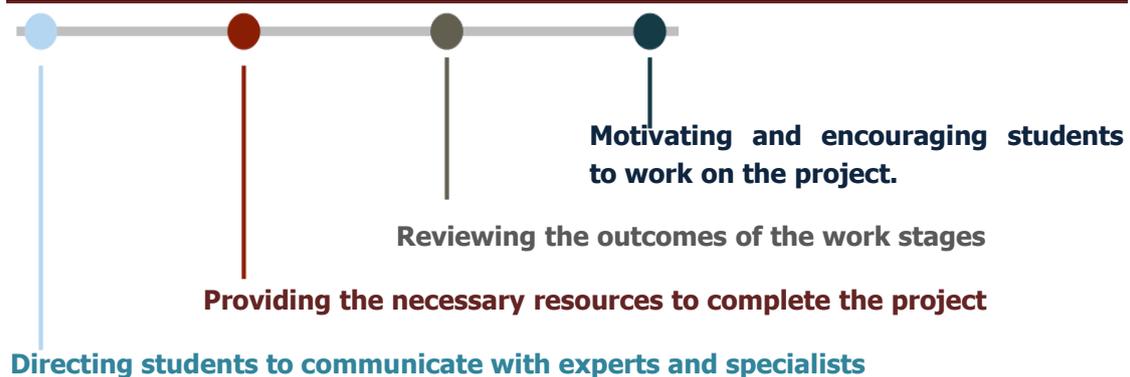


- The school will allocate an hour per week to work on the project for a full semester.
- The school will allocate a day during the semester to discuss and evaluate the projects according to the assessment tool in Annex 1.

Students' Role



Teachers' Role



Integration across Subjects

In order for the students to design and produce the project, they must consult with teachers of different subjects to provide them with the necessary support, as shown below:



Computer Science: The teacher provides the support to select applications/ software needed for the design.



Mathematics: The teacher provides the support in terms of handling spaces, shapes, mathematical symbols and measurements.



Science: The teacher provides the support in terms of the provision of safety measures and recycling.



History: The teacher directs students to sources and references to learn about heritage sites in the UAE, and see their designs in order to benefit from it when designing the project.



Arts: The teacher guides students to sources and references to learn about cultural designs to inspire them to add artistic touches and use appropriate colors.



Arabic language: Students write a report about the project in sound Arabic language and present it in front of classmates and the evaluation committee.



English Language: Students write a report about the project in sound English language and present it in front of classmates and the evaluation committee.

Project Outcomes



A report on previous projects in this field supported by sources and references that have been reviewed.



The prototype model reflects the shape, dimensions and design features.



Detailed report about the design.



A presentation in Arabic language and English language about the outcomes of the project work stages.

Needed Resources

- Internet
- Materials to produce the model (cardboard, foam, wood, plastic)
- Computers
- Online drawing tools and building design simulation programs



Annex (1): Project Assessment Criteria

Project Name					
Team Members					
Grade					
Element	Assessment Scale (1-5)				
	1	2	3	4	5
Students' understanding of the expected project outcomes.					
Students followed and met the project requirements					
The diversity of sources and references that have been reviewed.					
Comprehensiveness of the presented reports.					
Prototype presented is a visualization of the project.					
Innovative and creative touches.					
Attractive presentation of the project.					
Delivery of all project requirements.					







**Project 1:
Arabian House**



**Project 2:
Safe Car**



**Project 3:
I am Emirati**



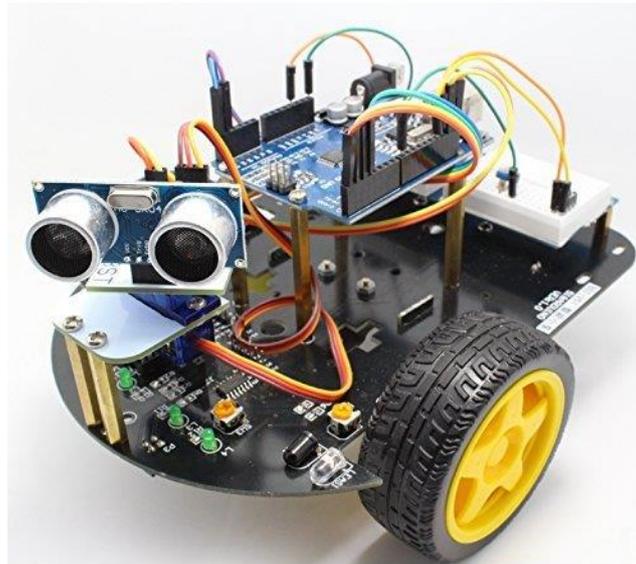
**Project 4:
Our minds are our
future**

Project 2: “Safe Car” (Grade 7)

Project Description

The main idea of the project revolves around:

Finding practical solutions to minimize traffic accidents in the UAE, especially accidents resulting from over speeding. This will be through designing a control device in the car that alerts the driver and other parties such as the police or ambulance in cases of increased or decreased speed or the suspension of some of the effects in the car like loud music.



Project Specifications

The final product which is the design of a control device is characterized by the following specifications:



A relatively small size (not more than the size of a fist).



Suitable for most types of cars.



Optional: Ability to automatically control the reduction of the vehicle's speed (if Speed Limiter is used).



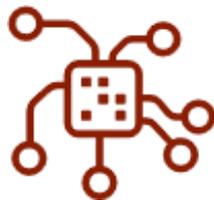
Ability to control the suspension of the radio in the car and automatically sending warning signals in case of excessive speed to the driver and parents. If the speed becomes dangerous, the police are notified.



Connecting the device to GPS

The project will be evaluated by specialized committees and experts (parents, teachers, local community)

Project Objectives



Creating awareness of new technologies in automation and how to employ it in a way that benefits the society in the UAE.



Raising students' awareness of the dangers of unsafe driving and over-speeding.



Developing students' sense of responsibility and their role in dealing with societal problems through devising and proposing solutions based on studied scientific principles.



Emphasizing the concept of good citizenship where the student will be keen throughout the project to mitigate the damages resulting from excessive speeding and the impact on life and property in the UAE.

Project Timeline



- The school will allocate an hour per week to work on the project for a full semester.
- The school will allocate a day during the semester to discuss and evaluate the projects according to the assessment tool in Annex 1.

Project link to the UAE National Innovation Strategy

The project focuses on the development of skills described in Figure 1, which are closely linked to the main objectives of the National Innovation Strategy launched by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, placing education and technology within its key sectors.

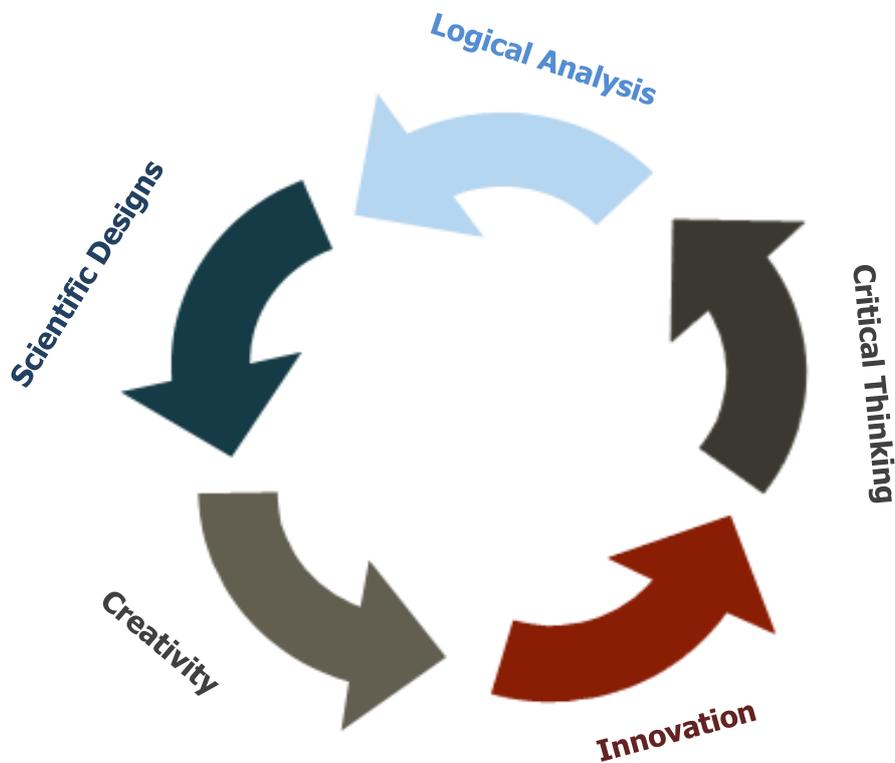


Figure (1)

Integration across Subjects

In order for the students to design and produce the project, they must consult with teachers of different subjects to provide them with the necessary support, as shown below:



Mathematics: Teacher provides support related to spaces, shapes, mathematical symbols and measurements.



Science: Teacher provides explanations of motion dynamics, alarms and other essential physical concepts.



Computer Science: Teacher assists students in using the needed software/ applications to design the product.

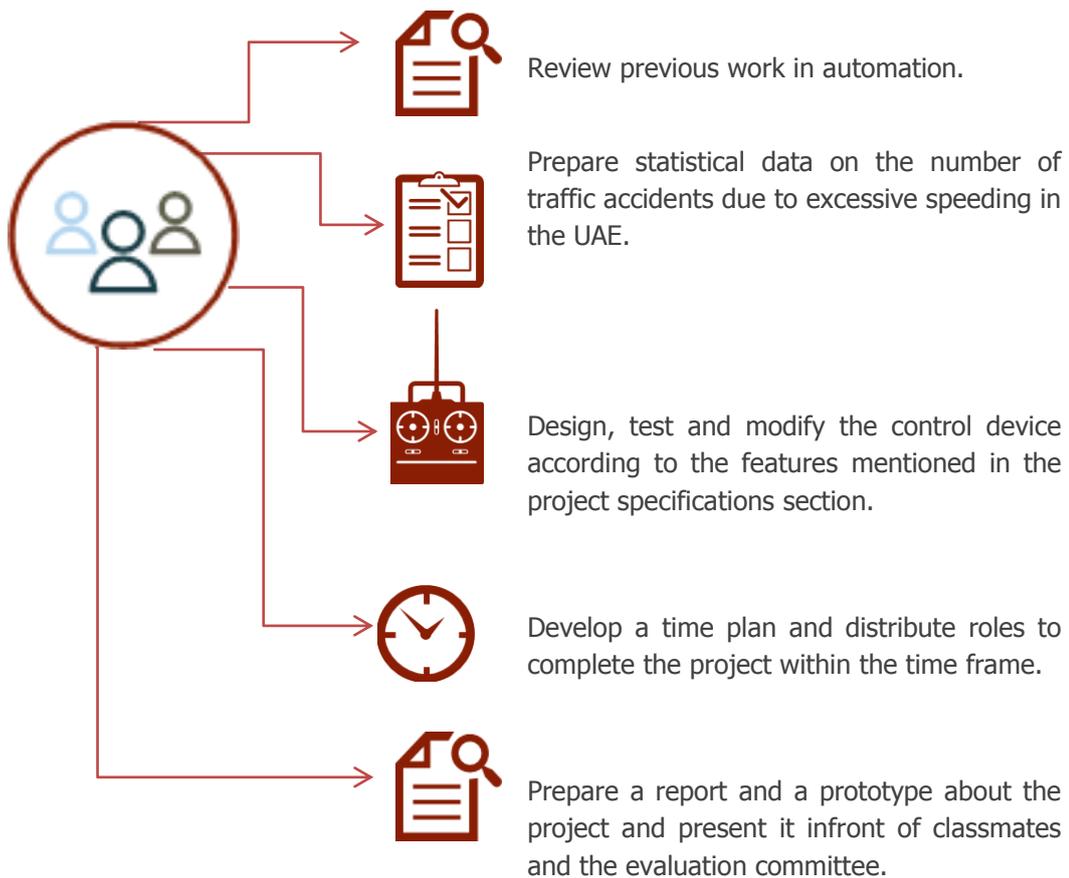


Arabic Language: Students write a report about the project in sound Arabic language and present it in front of classmates and the evaluation committee.



English Language: Students write a report about the project in sound English language and present it in front of classmates and the evaluation committee.

Students' Role



Teachers' Role



Directing students to communicate with experts and specialists

Project Outcomes



A report on previous projects in this field.



Detailed report about the design.

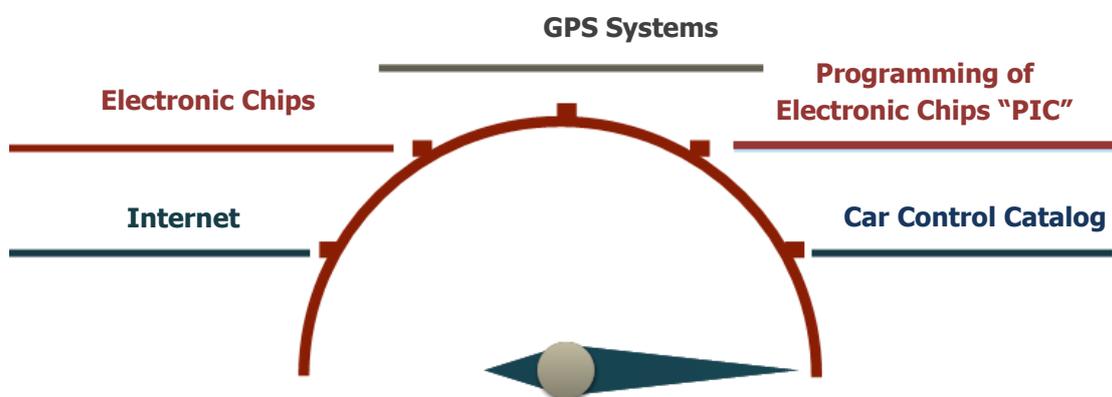


A presentation in Arabic language and English language about the outcomes of the project work stages.



Actual model of the device.

Needed Resources:



Annex (1): Project Assessment Criteria

Project Name					
Team Members					
Grade					
Element	Assessment Scale (1-5)				
	1	2	3	4	5
Students' understanding of the expected project outcomes.					
Students followed and met the project requirements.					
The diversity of sources and references that have been reviewed.					
Comprehensiveness of the presented reports.					
Prototype presented is a visualization of the project.					
Innovative and creative touches.					
Attractive presentation of the project.					
Delivery of all project requirements.					





**Project 1:
Arabian
House**



**Project 2:
Safe Car**



**Project 3:
I am Emirati**



**Project 4:
Our minds are
our future**

Project 3: "I am Emirati" (Grade 5)

Project Description

The main idea of the project revolves around:

Developing an online educational game that can be published on websites. The content of the game should be about topics related to the history of the UAE, its present, future and culture.



Project Details



Diversity of the game content and including cultural, historical and national questions.



The game size does not exceed 100 MB.

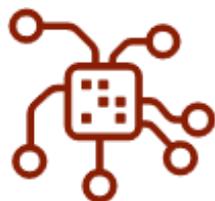


Use of free programs and free or licensed sites to publish the game.

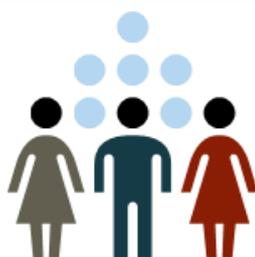
The project will be evaluated by specialized committees and experts (parents, teachers, local community)

25% of the grade will be based on the number of views on the site.

Project Objectives



Developing students' technical skills related to utilizing technology in the design of educational games.



Developing students' creativity and innovation skills.



Enhancing students' understanding of the UAE's past, present and future.



Encouraging positive competitions that lead students to demonstrate their potential.



Sparking students' motivation by using the learning through play method.



Developing students' research and summarization skills.

Project Timeline



- The school will allocate an hour per week to work on the project for a full semester.
- The school will allocate a day during the semester to discuss and evaluate the projects according to the assessment tool in Annex 1.

Integration across Subjects

In order for the students to design and produce the project, they must consult with teachers of different subjects to provide them with the necessary support, as shown below:



Social Studies: The teacher provides support in obtaining information related to UAE history, present, future and culture.



Computer Science: The teacher provides support in terms of selecting the appropriate software when designing the game.



Arabic Language: Students write a report about the project in sound Arabic language and present it in front of classmates and the evaluation committee



English Language: Students write a report about the project in sound English language and present it in front of classmates and the evaluation committee

Students' Role

Phase I: Prior to the start of project development



- Searching information and images related to the past, present, future and culture of the UAE on the internet as well as with the help of the social studies teacher.
- Preparing a paper chart that explains the methodology to be followed in the design of the game.
- Selecting the right computer software to develop the game and start testing it.

Phase II: Throughout the second month: During the development of the game



- Start developing the game based on the information collected in the first phase.
- Present the product (game) to the computer science teacher and make the necessary adjustments.

Phase III: Throughout the third month: After the development of the game



- Publish the game on the school website or on free hosting sites with the assistance of the computer science teacher.
- Carry out advertising campaigns to promote the game, through social media, or through posters and billboards to attract the largest number of users.
- Give a presentation to the evaluation committee and classmates about the project that was designed.

Teachers' Role



Provide the necessary resources to work on the project.



Provide guidance and advice to students throughout the design stages.



Clarify the project phases and timeframe.



Motivate and encourage students to achieve the best results.

Project Outcomes



A report that contains all historical, cultural and national information that was collected.



An Arabic and English presentation on the phases of the project.



An online game published on the internet.

Needed Resources



Game development software such as Adobe Captivate



Computer



Advertisements (posters, pens, prints, billboards)



Internet



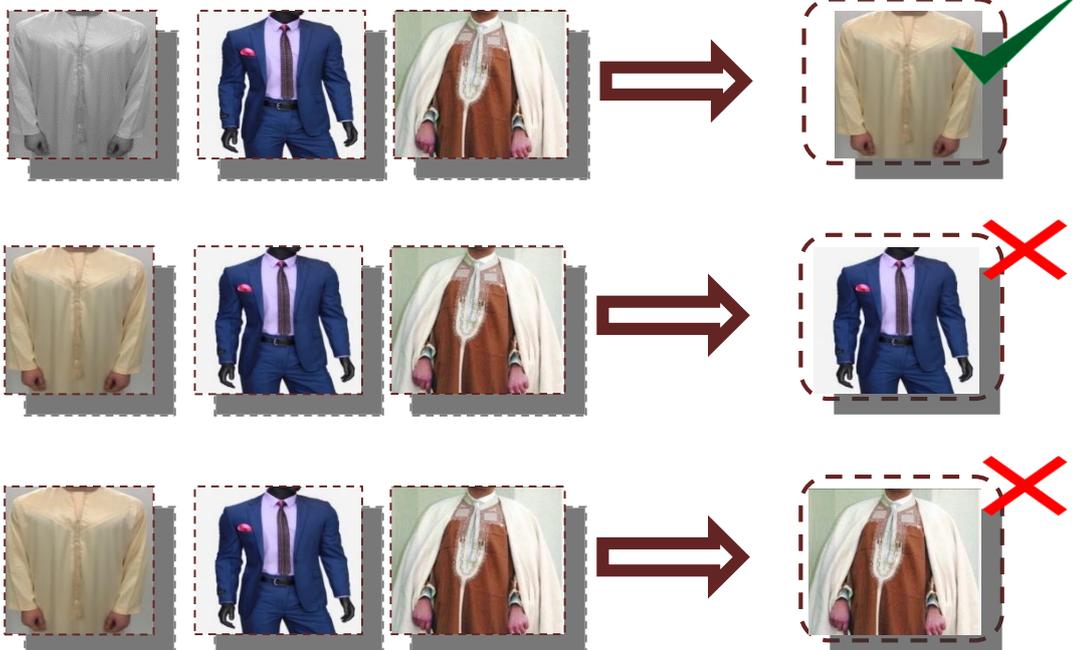
Websites to host the game (school site or Dropbox or free learning management systems (LMS))

Game Model:

The game can have many questions to drag and drop the correct answer in the assigned space.

Example

Examples of the UAE national dress



Annex (1): Project Assessment Criteria

Project Name					
Team Members					
Grade					
Element	Assessment Scale (1-5)				
	1	2	3	4	5
Students' understanding of the expected project outcomes.					
Students followed and met the project requirements					
The diversity of sources and references that have been reviewed.					
Comprehensiveness of the presented reports.					
Prototype presented is a visualization of the project.					
Innovative and creative touches.					
Attractive presentation of the project.					
Delivery of all project requirements.					





**Project 1:
Arabian House**



**Project 2:
Safe Car**



**Project 3:
I am Emirati**



**Project 4:
Our minds are our
future**

Project 4: "Our minds create our future" (Grade 3)

Project Description

The main idea of the project revolves around:

Creating a short fictional story in which the student expresses their future vision of the UAE in 100 years (how will the UAE be in 100 years)



Project Details



The story consists of 10-12 pages.



The story includes new creative graphics.



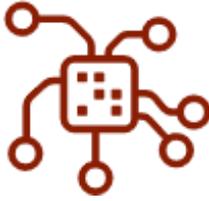
The story captures students' perceptions of the UAE in 100 years in at least one of the following areas: education, health, etc.



The language of the story: Arabic or English leaving the choice to students

The project will be evaluated by specialized committees consisting of parents, teachers and local community

Project Objectives



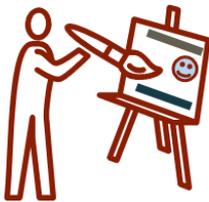
Utilizing technology to search for the needed information and images.



Developing students' writing skills.



Developing students' knowledge of the UAE.



Sparking students' motivation and passion through drawing and storytelling.



Acquiring new concepts and enriching students' linguistic stock.



Developing students' imagination skills and ability to link the present to the future.

Project Timeline

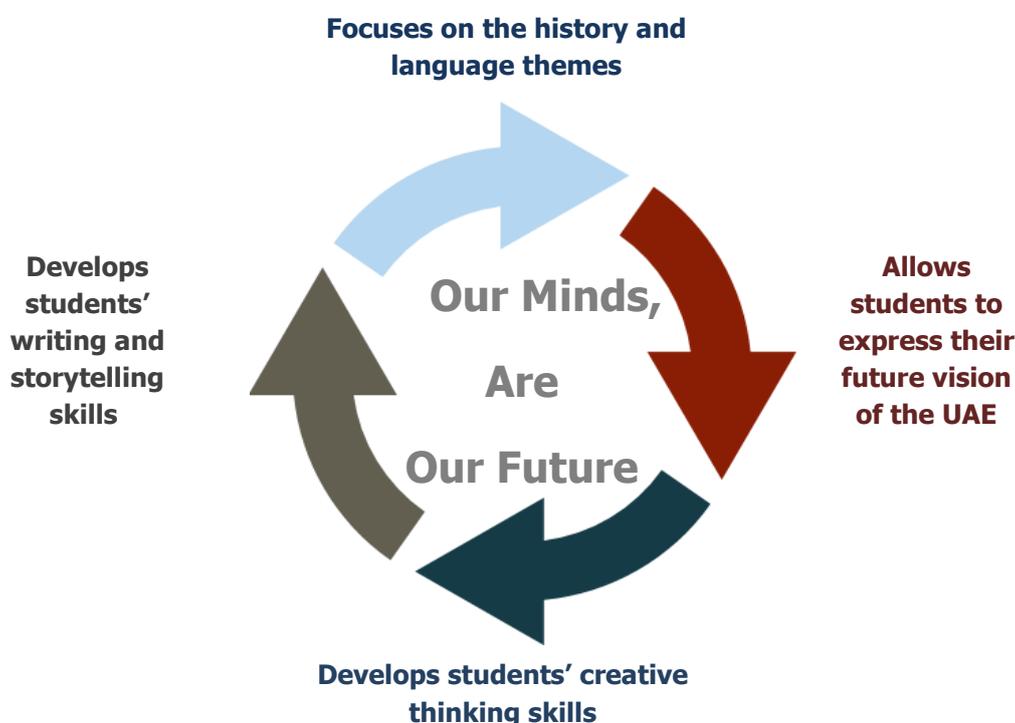


- The school will allocate an hour per week to work on the project for a full semester.
- The school will allocate a day during the semester to discuss and evaluate the projects according to the assessment tool in Annex 1.



How closely is the project linked to My Identity Program Curriculum Framework?

The project is aligned with My Identity program in terms of:



Integration across Subjects

There are various skills required for the project, therefore, the support will be needed from different subject teachers:



Arts: The teacher provides support for students to coordinate the overall layout of the story, draw images associated with the story, prepare the cover, and provide the necessary tools.



Social Studies: The teacher provides support for students to obtain the necessary information about the UAE in order for them to be able to imagine what the UAE will look like in 100 years.



Computer Science: The teacher provides support for students to obtain the necessary information and images from the internet.

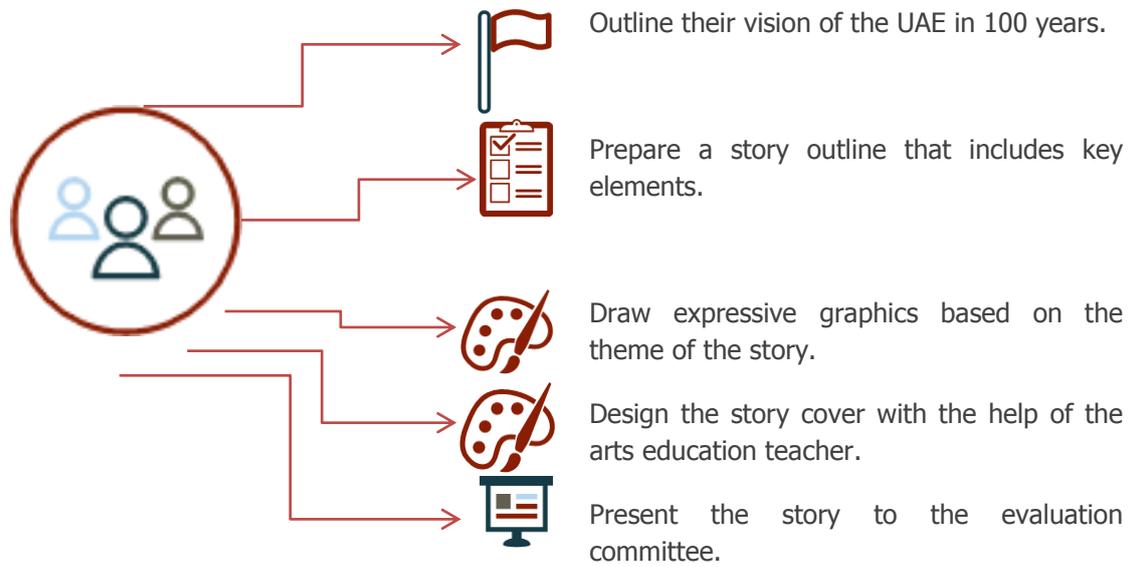


Arabic language: The teacher helps students write and edit the story, as well as prepare reports and presentations in sound Arabic language.

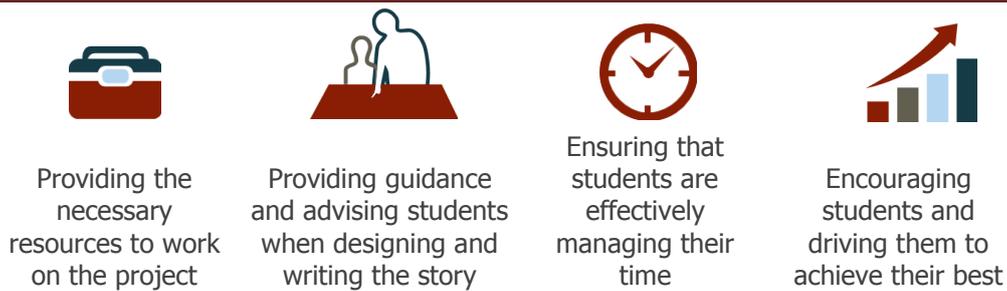


English Language: The teacher helps students write and edit the story, as well as prepare reports and presentations in sound English language.

Students' Roles



Teachers' Roles



Project Outcomes



Conclusion

Children find joy when we read them a story or when they try to read it themselves and interpret its images and events. The child will be more passionate if they had the opportunity to write their own story as outlined in this project.

“The first book maintained Students write the first line in the future”

HH Sheikh Mohammad bin Rashid Al Maktoum



Annex (1): Project Assessment Criteria

Project Name					
Team Members					
Grade					
Element	Score (Scale of 1-5)				
	1	2	3	4	5
Students' understanding of the expected project outcomes.					
Students followed and met the project requirements					
The diversity of sources and references that have been reviewed.					
Innovative and creative touches.					
Attractive presentation of the project.					





Third: Suggested Ideas for other Projects

Project Name: National Calendar

The idea of the project is to prepare a calendar that contains the important historical events that the United Arab Emirates has witnessed through the use of a computer program.



Project Name: Year Book

The idea of the project is to prepare a book that illustrates the most important national achievements, prominent figures and key events that took place throughout the year.



Project Name: National Mosaic

The idea of the project is to use marble, granite and ceramics to make art paintings displaying the history of the United Arab Emirates.



Project Name: My Blog

The idea of the project is to create a blog about an Emirati national figure (poet/writer/thinker/politician/historian) to introduce students to.



Project Name: National Map

The idea of the project is to prepare a non-traditional map of the UAE using available materials and tools from the students' environment (sand, clay, palm leaves) and without the use of paper and pens.



Project Name: Bank of Values

The idea of the project is to create scraps of paper in the form of checks with a highlighted value. Students hold a weekly draw of those checks and apply the specified value in their daily life.





Conclusion

Enhancing students' innovation and creativity skills should be based on an educational approach that outlines new methods to help students absorb, produce, use and apply information. Hence, the teacher must have the ability and skill to employ a variety of teaching strategies based on these methods. The teacher must be fully convinced of the importance of transforming innovative thoughts into practical applications, behaviors and a culture for future generations.

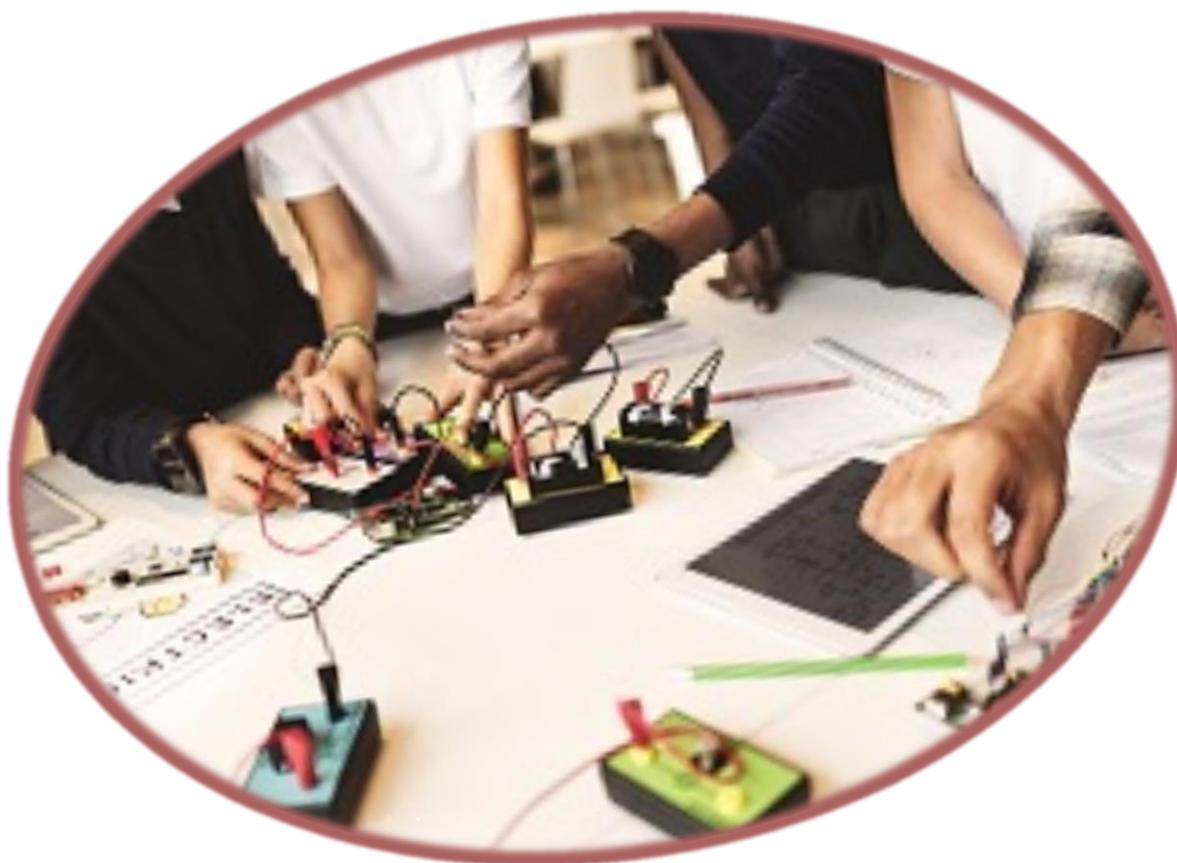
Dear Teacher,



We were keen throughout this part of the guide to provide practical ideas for projects that contribute to developing students' innovation and creativity skills. You can build on the strategies based on your students' needs. Always remember that:

“Innovation is imagination and imagination is for all”

Albert Einstein





References:

- Zahi, Najib 2016, How to encourage creativity and innovation in schools. Obtained from the link: <http://www.wise-qatar.org/teachers-on-your-marks-get-set-innovate> [July 2018]

