UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

نحن الإمارات
WE THE UAE 2031

2025-2026

MORAL, SOCIAL AND CULTURAL STUDIES

Grade 10

Moral, Social and Cultural Studies

Student Book

Grade 10

Volume 3

1446 - 1447 A.H. / 2025 - 2026



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Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 7: Being a Responsible Adult (2)

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Overview

In this unit we will take a closer look at how responsible adults interact with their families, communities, and societies. We will explore the effect of individual choices on the social community framework.



- **How do you connect to the world around you?**
- **Do you consider yourself to be an understanding person? Give examples.**
- **Do you think adults suffer from peer pressure? Can you think of any examples of adult peer pressure?**
- **Would you describe yourself as a motivated person? What motivates you to succeed?**
- **What makes the country you are from unique?**
- **What is the role of a country's army?**

Lesson 1: The Importance of Connectedness

- **What do you think it means to be connected to the world?**
- **Do you remember what 'openness', 'social cohesion', 'social inclusion', and 'multicultural collaboration' mean?**



Key Vocabulary

connectedness	**social isolation**
social presence	**oral tradition**
social awareness	**oral history**
collaboration	

Introduction

In this lesson, we will build on the themes of 'openness', 'social cohesion', 'social inclusion' and 'multicultural collaboration', by exploring the importance of the human need to connect in order to feel a sense of belonging. We will examine how '**connectedness**' plays a role in the perception of 'happiness' and our willingness to be more accepting of others through the ability to communicate and connect to the world around us. We will also look at what is meant by '**social presence**' and how it is different from 'connectedness'.



Past years have emphasized the importance of unity as a vital necessity for providing a better life to the people, for ensuring stability in the country and for realizing the hopes and aspirations of our people.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)



How we connect to the world around us shapes our sense of happiness, belonging and inclusion. The more connected we feel, the more willing we are to be open-minded and accepting of others.

Connectedness

As human beings, we are social by nature. We thrive best when we feel connected to the world around us and we suffer physically and mentally when we feel isolated and alone. People look for ways and things to be connected to, whether it is their environment, their work, or their culture. This fundamental need to be social leads us to the most vital element of connectedness, which is a sense of belonging. A sense of belonging comes from our social bonds with other people within our peer group, community, culture, society and the rest of the world. It is our sense of connectedness, our capacity to interact and bond with someone or something that has a strong influence on our own perceptions of contentment and happiness. When we feel that we are secure and happy, we become more willing to be understanding of the unfamiliar. The more extensive and wide-reaching our connections become, the more connectedness – in a social context – affects and influences our perceptions of how we feel and behave towards others. Part of being responsible is to understand the factors that affect how we connect to the world around us and the impact a sense of belonging has on us.

Activity 1: Thinking Task

Think of one of your favourite games. It can be a video, outdoor or board game. Did playing the game involve other people? How did the game make you feel when you played it? Do you think that this type of game can connect people together from different backgrounds or age groups? If so, then how?

Understanding the Difference Between Connectedness and Social Presence

Social presence and connectedness are related. They both originate from a sense of **social awareness** and involve a sense of belonging, of being in touch with someone or something, as well as the sense of involvement and sharing. However, they are different.

Let us review what we know already about connectedness. It is primarily a sense of belonging or a bond with someone or something. It derives from our emotional need to know that we are not alone. This emotional experience is elicited by the presence of a stimulus, a person or a thing, but at the same time independent of that same presence. We can feel a connection to someone or something even when they are not present. For instance, an old photograph of your kindergarten class can stimulate feelings and memories of how you belonged and were connected to the other children and the teacher in the photograph.

Social presence, on the other hand, is the degree of quality or state of being that exists between two communicators using a communication medium. For example, Sara and Sofia often use video calls to talk with one another during the summer holidays. Some communication mediums have a higher degree of social presence. Speaking to someone face-to-face has a higher sense of social belonging than talking on the phone. In the digital environment, a video chat or call may appear more social, and therefore more 'real life' than a chat room. The more physically and emotionally connected we are whilst interacting with the other person, the higher degree of social presence we feel. Social presence is the differentiation between the awareness that we are not alone and the emotional feeling (connectedness) that you are connected with someone or something.

Activity 2: Research Task

Ask your parents or grandparents how they used to communicate with one another when they were your age. What type of communication felt the most 'real' to them at that time? Do they feel more or less connected with today's social media than the way in which they communicated before?

Elements of Effective Connectedness

Individuals who have a higher degree of connectedness often see themselves as more aware and personally responsible for the way in which they establish and maintain connections with various people, things, places or even experiences.

1. They view the world as interconnected where an event from down the street or half the world away can influence one another.
2. They form connections not just to acknowledge the presence of someone or something else, but to enrich their lives, intelligence, customs, heritage, or thoughts.
3. This can lead to a greater understanding and willingness to accept others through exploring commonalities such as music, young adult literature or video games.
4. Those with a higher degree of awareness understand that effectively connecting with others requires communication, conversation, and collaboration.

Communication

The way in which we pass on information or establish first contact is through communication. Part of communication is etiquette in the sense of being courteous and acknowledging others. This is extremely important in all interactions. You would be surprised how much simple one- or two-word statements, like 'hi', 'excuse me', 'good morning' or 'thank you', can change an awkward or isolating scenario to one of inclusion and positivity.

For example, Ali takes the bus to school and every morning he is one of the last people to be collected on the route. He has noticed that the bus driver always seems sad so he decides that starting on Sunday, he will make a point of at least saying 'good morning' to the driver. When Sunday morning comes, Ali first gets on the bus, and he immediately tells the bus driver 'good morning' and a strange thing happens. The bus driver smiles. Each day Ali makes sure to say, 'good morning' or 'hi, how are you?' to the driver and over time the other students start to do the same thing. The bus driver becomes cheerful and begins smiling whilst driving his school route.

Activity 3: Thinking Task

How do you think Ali's simple 'good morning' affected the bus driver and the other students on the bus?

Conversation

Communication can lead to the sharing of dialogue or conversation with another person or group. The most important element of conversation is being a good listener. Most of us attempt to understand what another means when they speak; however, often we are too busy thinking about what we want to say or what our reply should be to actively listen. We feel a deep need to contribute or participate, whilst someone else is speaking, even if it is a polite remark or nod of the head here and there.

All of this is going on and at the same time we are anticipating how we should respond before the other person has even stopped speaking. It is not that we wish to be rude, it is just human nature to want to share information coupled with a misguided sense of self-importance or etiquette that makes it difficult for us to stay 'tuned-in' during a conversation. This becomes even harder when the conversation is on a topic that we have little or no interest in. When we fail to listen, we can misunderstand what the other person was attempting to tell us and can make the other person feel that we have no interest in their thoughts or opinions.

Part of establishing and maintaining a real connection, during a conversation, is the ability to be not just a listener but an active listener. Active listening means understanding that the right and need for others to express themselves is just as important as your own rights and needs. People often show their values, opinions and beliefs in what they say.

By really listening and recognising what they are saying, you will be able to understand more about them as a person. It is not just about having common values or perceptions, though if you listen long enough you may find that you share at least one thing in common with nearly everyone you meet, it is about the creation of an atmosphere of understanding. The more you listen, the more you understand and

the more you understand then the more you feel connected to the world around you.

Activity 4: Thinking Task

Can you think of a time that you felt rejected because the other person was not listening to what you were trying to say and kept trying to talk over you?

Collaboration

Once we have established communication and have become active listeners in the way we communicate through conversation, then we are ready to explore **collaboration**. Collaboration, or interactivity, is the process in which two or more individuals explore or examine concepts collectively whilst, at the same time, honouring the contributions and ideas of each member of the group. This creates the advantage of a collective ability and skill set of those involved which, in turn, places emphasis on connecting and understanding one another.

We have already explored what happens within a multicultural collaboration and the impact it has on those involved in terms of being more open-minded. For example, you are randomly assigned a class project with another student. The two of you brainstorm ideas and come up with the topic for the project and what contribution each

of you will make towards the project's presentation. You meet during study periods and lunch to co-create a presentation that you are both happy with. This collaboration is reflected in your presentation and you both end up getting an A.

Activity 5: Writing Task

How important is it to actively listen in the way we interact with others? Does it affect how we collaborate?



No matter our socioeconomic or culture backgrounds we feel a need to belong and that feeling influences how we look at different ways to connect with others.

How We Connect to Others

No matter what their socioeconomic background, most people put value on not only relationships but also the social connections in their lives.

1. Social connectedness stems from social cohesion, and usually benefits not only the individual but also their community or society in general.
2. Social connectedness is determined by the frequency and quality of a person's interactions within not only their immediate social circle (family, friends and classmates), but of interactions within their community and ultimately with other communities around the world.
3. Social connections provide us with a sense of belonging as well as improved well-being and emotional support. It is the sharing of information and knowledge for self-betterment.

The opposite of being connected is being isolated. It is when individuals feel excluded, ashamed, humiliated or marginalised so that they experience a sense of social isolation. **Social isolation** may negatively affect their self-perception, well-being (both emotional and physical states) and may lead them to not seek out support from those closest to them. One example of social isolation is bullying.

Activity 6: Discussion Point

Discuss with your class the effect that bullying, whether in person or online, may have on someone your age. Are you able to recognise when someone is being bullied? If you notice that someone is being socially isolated through bullying, what is the responsible thing to do?

Connecting Through Tradition or History

Many cultures and societies have a history of **oral tradition**. Oral traditions, such as storytelling, gathered and connected people in order to hear poems, folklore, history, and to share news long before newspapers, television and social media ever existed. It was a way for people to connect through shared narratives with one another, to the community, to their values, and to learn about the travels of adventurers in the unknown world. Imagine the stories told by ships' captains returning from a year-long expedition to China or South America to the awestruck crowds of people back home. Or imagine when a new student joins your class, they are introduced and will most likely be asked to tell something about themselves. These are oral traditions in which the use of storytelling establishes a connection between the storyteller and the listeners. **Oral history** is the documentation of these narratives and first-hand accounts for future generations to learn from. Oral history gives us a personal connection and viewpoint to the sometimes dry and academic realm of history. It gives us a way to visualise and relate to past historical events and social life and in doing so provides us with a connection to our own identity, traditions and cultural values, and shared history.



Storytelling is a great way to connect to a person, culture or historical event through the narratives of others.

Activity 7: Writing Task

Imagine that you are visiting your grandfather. He shows you some old photographs taken in his younger days. You ask him about the adventures he had when he was younger. He points to a photo of him when he was your age, and by doing so he recalls a historical event from his and his friends' perspectives. This makes you interested in learning more about that event and when you do, you feel that you have a connection to it through your grandfather's experiences. Write a few sentences describing an historical event that you have experienced and how you felt about it.

Activity 8: Discussion Point

Discuss the impact that storytelling has in making connections with others. Does it increase a sense of belonging and social inclusion?

Connecting at School

The conviction that teachers, administrative staff and other adults, along with fellow classmates, are concerned not only with your academic performance but with you as a person is called school connectedness. Students, especially young adults, are more likely to have better school attendance, higher grades and test scores, and engage in positive behaviours when they feel a sense of belonging at their school. School connectedness may be reinforced through the support of teachers, administration and peers along with the establishment and protection of a positive school environment.

For example, making connections and fostering a sense of belonging and responsibility within a classroom setting often results in a higher level of participation and a positive effect on students. This could be easily accomplished by scheduling a time, each week, to share thoughts or concerns such as choosing or recommending an activity or upcoming lesson, or through the assignment of a higher-grade student as a mentor for a younger grade student.

Connecting to our Community, Society and Cultural Leaders

Community, society and cultural leaders, and legislators have used technologies of their day as a way of connecting to their communities or the residents in their respective nations. By using current technologies to communicate directly with the average person, that person feels more connected and views that particular leader as more involved or engaged in the issues that impact their daily life. Back in the mid-20th century, when radio was a current technology that the average person had access to, legislators used it as a tool to communicate directly with the masses. Franklin D. Roosevelt, the 32nd US President, used a series of radio addresses to directly communicate with the American people. These later became known

as the 'fireside chats'. Nowadays, many statesmen and women use social media to communicate and interact with the average person living in their community or society.

"You the leaders of tomorrow must appreciate that the ways we relate to one another will have a profound impact on our communities and our world. Global interdependence requires tolerance, mutual understanding, and cooperation across religious and cultural boundaries."

Sheikha Fatima bint Mubarak, from a message delivered at the 4th annual 'Women as Global Leaders' Conference, 13 to 15 March 2012.

Activity 9: Research Task

Think of a leader or ruler from either the UAE or another country, who utilises social media as a means to connect to the residents of their communities. Now, go online and research the most common methods that your chosen person uses to communicate. Does he or she have a positive or negative presence? Do you feel more connected to that leader through his or her posts? Do you feel inspired, engaged, and/or involved by the information that this leader shares?

Share your findings with the class.



It is important to be true to ourselves when we interact with others whether in person or online.

Connecting in the Virtual World

In today's world, a sense of belonging has never been more important. We are more connected than ever before and yet at the same time more isolated as we begin to replace real world connections with connections formed in the virtual world. What it means to belong and to be connected is changing rapidly. How we represent ourselves in that digital environment is becoming more subjective.

A downside to this is that it can lead to a misrepresentation of who we really are. Through technologies we possess the ability to fabricate an idealistic, disjointed or fantasy version of ourselves which we then use to interact with others. This persona is one that cannot be maintained or verified in the real world. This can be dangerous as it is easier to separate ourselves from our online behaviour. Being responsible is ensuring that we represent our true selves and not an idealistic version, whether in person or in the virtual world.

Activity 10: Writing Task

Describe two ways in which we connect with one another.

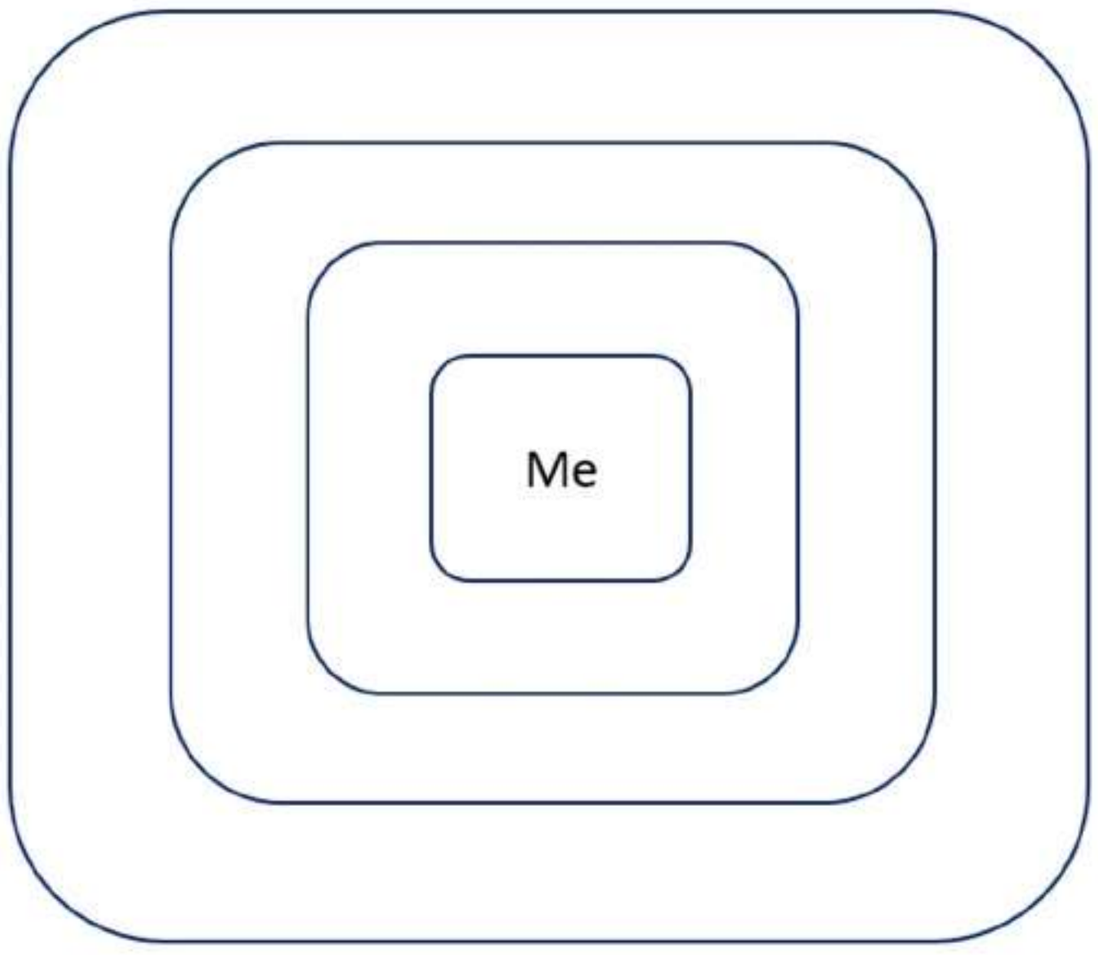
1. _____

2.

Activity 11: Self-Assessment Task

Based on what you have learnt from this lesson, complete the tasks below:

1. Fill in the diagram with the names of people who you feel most connected to with the closest to the middle. Note down next to each name where the connection comes from. For example, it might be school, a family friend, or a community group.
2. How do those closest to you make you feel connected? Please explain.



Lesson 2: The Impact of Happiness on Empathy

- **Are you happy? What makes you happy?**
- **What do you think the difference is between being happy and being content?**



Key Vocabulary

(in)tolerance	**rejection**
acceptance	**empathy**
understanding	**well-being**

Introduction

In this lesson, we will explore tolerance and acceptance in relation to understanding. In the previous lesson we learned about connectedness and the different ways in which we connect to the world around us. We also learned that the more extensive and wide-reaching our connections are, then the more content and happy we become, which ultimately impacts how open-minded we are to the unknown and unfamiliar. We will utilise what we have learned to explore how happiness impacts and influences empathy.



Arrogance and vanity are among the worst qualities, which are rejected by the Holy Quran. Arrogance means contempt for others and the fate of any arrogant person is hell. People must be humble showing love to their brothers and collaborating with them.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Understanding and Contentment

All of us are born without preconceived notions of close-mindedness and intolerance or open-mindedness and tolerance. We aren't born with definite ideas of what it means to be content or happy. Along the way to adulthood, we learn, collect and adapt beliefs and values from our peers and the adults in our lives. These adapted values and beliefs consequently influence our sense of belonging and our ability to establish and maintain connections with others from within and outside of our community.

Striving Towards Empathy

Tolerance, **acceptance** and **understanding** are all related and yet they are not the same. You can be tolerant and accepting of someone or something without understanding that person or thing. The contrary is also true. We can understand someone or something

without accepting or being tolerant of it. For example, Jane can tolerate people talking in the study hall but may not understand why those people like to disturb a quiet zone. Or José understands the history and culture of rap music, but he cannot tolerate listening to it.

Tolerance

The word tolerance stems from the Latin word 'tolerantia' which means fortitude or endurance. It is our ability to endure the opinions, beliefs, practices and behaviours of others, who we may dislike. We can endure a behaviour or practice but it does not mean that we are willing to either accept or understand it.

In today's globalised world, the word tolerance has started to take on a slightly different meaning. It has become a beacon for multiculturalism and fair treatment wherein we become more accepting and understanding of others and their culture, beliefs and practices that are different from our own. Tolerance is quite pragmatic and is used often in reference to describing a fair and just community or society. It is a moral obligation as well as a legal responsibility in the form of anti-discrimination laws and regulations that most modern societies have in place.

Being tolerant is neither a luxury nor an allowance but a positive perception of the rights of others to fundamental liberty rights. What this essentially implies is that by today's standards, we should treat others as we wish to be treated. It is essential to understand that both definitions of tolerance are still thought of today. For the purpose of this lesson we will focus on tolerance as we first described it.

Intolerance, on the other hand, is a breeding ground for hatred which may lead to distrust and then may ultimately result in disunity. It is the lack of tolerance that creates enmity which if it spreads on a large scale can weaken a community or society. Intolerance is like a winter flu bug. If one person has it then it is sure to spread to other people. This in turn may lead to discrimination and instability of a group or

community. Think about the propagation of stereotypes through social media or entertainment and how they subconsciously impact the way we see or approach someone from another culture.

When people lack the ability to tolerate they lose sight of what is important and become fixated on why they should be pushed to be fair in an unfair world. Current events are filled with both small and large scale examples; however, some nations have recognised this and have set up centres or ministries to tackle these issues. Here in the UAE, measures have been introduced for the promotion of tolerance including the Ministry of Happiness and Tolerance and the Hedayah Institute in Abu Dhabi.

Activity 1: Research Task

In 2011, the Hedayah Institute was founded in Abu Dhabi as a 'think and do' tank. Its purpose is to counter violent terrorism through the promotion of interfaith dialogue. Research the institute and list two of their activities below.

When you have finished, share your findings with your class.

1. _____

_____

_____

2. _____

_____

_____

Acceptance

The next phase after tolerance is acceptance. We can be tolerant of something or someone but at the same time unwilling to accept it or them. On the other hand, we are unable to accept something or someone unless we first have tolerance towards it or them. As cultural/societal members, we take clues from what is considered acceptable and unacceptable behaviour from the immediate world around us. We look to what values and principles our culture or society holds dear and refer back to them on whether a behaviour, action or perception is acceptable. They permeate our daily lives. All one has to do is drive down the street, open the newspaper, look at the television, listen to the radio or even to local social media sites to understand what we are expected to accept. What society deems as acceptable becomes a norm that everyone within that society feels obligated to follow out of fear of rejection.

Activity 2: Thinking Task

Think of the last television show or film that you have seen. Were there any overt themes of acceptance or rejection present? If so, how did they make you feel?



When we feel rejected we internalise those feelings allowing them to worsen over time, making us feel even more isolated from others.

The downside of acceptance is **rejection**. Rejection is the act of excluding or isolating someone based on their lack of fit into what a group, community or society has perceived as acceptable. This can lead to feelings of loneliness, anger, revenge, anxiety or fear. Often a person who feels rejected internalises those feelings, where they are left to fester. This in turn may cause them to feel more isolated. When our sense of connection and belonging is damaged or destroyed then most of us respond to rejection as if we are feeling actual physical pain.

Activity 3: Discussion Point

Discuss with a fellow classmate, friend or family member the impact of rejection and how on a personal level we can identify and help someone suffering from its effects.

Understanding

Understanding stems from connectedness which, remember, is our sense that we belong to something. Understanding is moving beyond tolerance and acceptance and towards empathy. Some people mistakenly consider that understanding only happens between two or more individuals who share the same values or beliefs. This is simply not true. True understanding emerges from a willingness to hear out and comprehend another person's point of view even if that is in conflict with our own. It is not about being in agreement but it is about the action of striving for a mutual understanding of how and why other individuals believe in what they do.

This makes understanding a difficult concept to put into action as it requires us not only to listen but to comprehend the position and feelings of others that we disagree with. A big part of establishing and maintaining connections is active listening. Active listening is also an important element in the concept of understanding. Understanding provides us with an avenue to learn and search out what unifies us despite our differences.

Activity 4: Writing Task

Discuss some of the advantages of understanding and acceptance below.

- You may learn or experience something new and different.
- You may learn to express yourself better through conversation and collaboration with someone who thinks differently from you.
- You may become a more active listener.
- You may become a role model to others by your demonstration of patience, respect and receptiveness to new ideas, people and cultures.

Now that you have reviewed some of the advantages above, write down two or three ways you could implement these advantages in your daily life.

Empathy

Empathy reduces conflict by deepening our connections to others by putting ourselves in their place. Empathy does not mean that we are obligated to alter our own values and beliefs based on new information, experiences and encounters. However, it does mean that we should not pass judgment on someone or something we do not understand. For example, how would you feel if you were the one that was being judged? The end result of empathy should be empathetic tolerance, acceptance and understanding.



When we are faced with new experiences we may isolate ourselves in order to spare ourselves pain in the future.

CASE STUDY

Every two years, Dean's family has had to move due to his father's job in the diplomatic core. It was always the same thing: he would finally get settled in and make friends, then they would have to pack everything up and move to an unfamiliar place. Dean didn't understand why he should bother making friends at another new school, or learn about the new culture he was moving too. After all, he would just be forced to leave and go somewhere new and have to start all over again.

On his first day at his new school, people tried to connect with him but they found him resistant and off-putting. Eventually, he earned the reputation as the loner and the 'weird one'. His fellow classmates taunted him and made fun at his expense, but Dean did not respond and just withdrew deeper into himself. He began to be intolerant to his school, fellow classmates and by extension, the culture. He was relieved when his family moved again.



Our people have been deprived in the past of the services and facilities enjoyed by others. It is time to compensate our people for what they missed, to enjoy what Allah Almighty has bestowed upon us

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

In the above case study, we can see a failure not only on Dean's part but on the part of the students at his new school, to be empathetic. This ultimately led to the students bullying Dean, and Dean isolating himself from not only the students in question but becoming intolerant of the new culture he was living in. Using what you have learned about empathy, how could Dean and his fellow new students have handled the situation with understanding, tolerance and acceptance?

☑ Activity 5: Checkpoint

Would you accept someone for who they are or would you expect them to change for you, even if the differences between the two of you don't bother anybody else?

Striving Towards Happiness

Well-being

When we think beyond our daily struggles and invest in future opportunities in order to lead a more purposeful and meaningful life, then we are striving for **well-being**. Personality and character traits are important in the establishment and maintenance of a positive sense of well-being. Positive traits such as smiling, overall good perceptions of health, freedom and hard work, correlate to the perception of the meaningfulness of life. Perceptions, freedom and hard work can create an optimistic vision for the future. However, sadly this is not always the case. The capacity for well-being is not universal in practice, particularly when faced with extreme hardship such as extreme poverty, poor health, or violent conflict. The acquisition of new capabilities or opportunities, in such situations can be an unhappy process for those who lack or have a weakened sense of well-being. These new experiences can result in frustration and stress. For example, June works three jobs in order to afford the necessities of life and gets about three hours sleep a day. She is frustrated and unhappy when she learns that one of her jobs has nominated her to attend a weekend seminar. How can she possibly go when she has her other jobs to do?

Activity 6: Thinking Task

Can you think of a situation where well-being is a dream and not a reality?

Contentment

The degree to which we perceive our wants and needs to be fulfilled is called contentment. Most adults can evaluate their personal degree of contentment based on reasoning and comparing life-as-it-is and how they desire their life to be like. There is no society where an individual member can feel contented and miserable at the same time; however, there are societies in which individual members may feel good and at the same time discontented from mainstream society. For instance, Jason was content to be a fisherman. He enjoyed being outside in the fresh air working on the fishing boat and preparing the nets in the morning. He felt more connected to the simple joys of nature than being around other people.

Activity 7: Thinking Task

Why do you think Jason is content even though he is removed from society? Does he still have a sense of belonging?

Happiness

True happiness arises from the realisation of our own positive well-being and satisfaction (contentment) with our life. Happiness, in and of itself, is a subjective and intangible concept. We don't know happiness. We can't rationalise it. We feel it in the experiences which happen in our lives. For example, the joy of a surprise visit from a long lost friend, the gratitude in being recognised and thanked for

one's hard work, or the euphoria of winning a contest. Happiness is encapsulated in the fleeting moments of positive emotions. When we capture the essence of happiness, along with a deepened perception of us having a meaningful and purpose-filled life, then it encourages and reinforces a positive outlook towards being more open-minded and empathetic towards others, new ideas and experiences.

Happiness is highly prized in most societies and cultures in today's world. It is not just our own happiness that we seek but the happiness of others. Even governments try to support sustainability of happiness and measure the degree of satisfaction towards an experience. In Abu Dhabi, the Abu Dhabi Police Department has established the 'Happiness Patrol'. The aim of the project is not to punish bad driving behaviour but to motivate good conduct through accessibility and positive reinforcement.

CASE STUDY

Shamsa has recently learned how to drive and is still uncertain about certain rules and regulations. One day whilst driving inside the city of Abu Dhabi, she accidentally ran a stop sign. Immediately afterwards, she noticed the flashing lights of a police patrol car signalling her to pull over. Diligently, she pulled over anticipating a hefty fine and black points associated with such an offence. The officer came to her car and asked for her driving licence and registration which she dutifully supplied. The officer verified her information and began to list Shamsa's violations. However, to her utter disbelieve, the officer did not issue her a fine, just a stern warning 'not to do it again' and handed her a big bright yellow card. The card had a smiley face on it and the words 'Your safety concerns us'. When she asked the officer why she did not get a ticket, the officer replied that he was part of the 'Happiness Patrol'.

Activity 8: Thinking Task

1. What effect do you think government initiatives, like the happiness patrol, have on a person's level of happiness?
2. Do you think that such programmes affect only the individual or society in general? In what way? Please explain.

1. _____

_____

_____

2. _____

_____

_____

Our community, cultural and national sense of belonging or connectedness is vital to the way we view overall life satisfaction. While both economic and political factors play a role in happiness, it is ultimately a social construct that can lead to a deep desire for empathy and understanding.

☑ Activity 9: Checkpoint

Do you believe it is possible to be happy if you are not content and don't have a positive sense of well-being? Please explain.



We belleve that the wealth that Allah Almighty has endowed us with must be shared with our brothers and friends.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Activity 10: Self-Assessment

In this lesson, we learnt about how tolerance, acceptance and understanding are needed to achieve empathy. We examined happiness and contentment and how they affect a person's ability to be more openminded and willing to be more empathetic towards others. Now try to answer the questions below based on what you have learned:

1. What is intolerance?
2. What is the Hedayah Institute in Abu Dhabi? What is its purpose?
3. How can someone be understanding of something and yet at the same time be non-accepting or intolerant of it?
4. What is more enduring (life-lasting): happiness or contentment?
5. What is empathetic tolerance?
6. What should be the end result of empathy?
7. What happens when we feel rejected?

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Lesson 3: Peer Pressure

- **What can you remember about the concept of core values?**
- **Can peer pressure be positive?**



Key Vocabulary

conformity	**assertive**
ethical dilemma	**insecurity**
legal dilemma	**set boundaries**

Introduction

In this lesson, we will use the concept of core values to explore the effects of adulthood peer pressure. We will take what we have learned about identifying and solidifying our core values and apply that to ways of dealing with peer pressure as adults.

Adulthood Peer Pressure

Some people believe that peer pressure ends when we become an adult. Unfortunately, that is not the case. As an adult, you will be faced with peer pressure just as much as you are now, if not more. Peer pressure happens when either a peer or a group of peers attempt to make you conform to a uniform code: to dress a certain way; own a certain brand of mobile phone; lose weight; stop a bad habit; or being asked to do something which seems to be a normal activity but may be unethical or even illegal. The consequences of peer pressure can have either a negative or positive outcome depending on the attentions of the peer or group in question.

Effect of Adult Peer Pressure

Adult peer pressure may be more subtle and indirect than the peer pressure faced by young adults, but it can be just as destructive. A classic sociology study is to have a participant engage in a peer group by answering a series of simple questions which are written on a board in sequence of who answered. What participants do not know is that the group is actually attempting to influence them to agree to something that they know is wrong. Usually the larger the group, the easier it is to influence the participant. Imagine a group of ten students sitting in a circle with you. The research assistant places a simple maths question on the board for the group to answer: 'What does 2+2 equal?' The members of the group must answer the question

one by one starting with you. You are confident that everyone knows that the answer is 4. You answer 4 but then something strange happens. All the other participants in the group say that the answer is 5. The next question is: 'What does 1+1 equal?' Once again you give the logical answer of 2 but everyone else says the answer is 3.

You now start to question whether you misunderstood the exercise. Maybe there was information you missed in the beginning, after all you were the last person to enter the room. All your fellow participants cannot be wrong about such a simple question. Can they? You begin to feel uneasy and look to the others in the group for clues. In the next round, you are relieved when the conditions change and you are the last person to answer the question. When asked 'What does 3+3 equal?' everyone answers 7 and so do you, despite knowing that the correct answer is 6.

Activity 1: Thinking Task

What do you think would cause someone to question their own beliefs in a group setting?

A Sense of Belonging

Our basic human need to feel wanted drives us to subconsciously want to conform to a group ideal. Conformity is a feature of peer pressure. It is human nature to want to fit in, to belong to something, so we adapt in order to nurture our own character growth. Ever heard the saying 'There is safety in numbers'? This trait can be manipulated by peer pressure. Groups exploit this basic need to fit in to get an individual to do what they want.

Everyone wants to feel that they belong to something. This in turn means that we open ourselves up to being influenced by our family, friends, colleagues, fellow students and even the media. Peer pressure has a strong influence over each and every one of us. Peer pressure, whether negative or positive, is experienced whenever you adopt a foreign value, belief or interest based on what others in your peer group believe in or do.

Every day, you are unconsciously influenced by social media and advertisements that promote ideals of what 'normal' should be; from what car to drive, what brand of water to drink, what clothes or shoes to wear and even what to watch or read. Your family influences your decisions on which university or college to attend, your choice of friends, adopting healthier lifestyle choices. Colleagues can set the standards in the workplace. Every aspect of life is influenced by peer pressure. It is recognising and handling those influences in a sensible manner that is a defining quality of a responsible adult.

Activity 2: Action Task

Scenario 1: Workplace Peer Pressure

Sara was excited about getting an internship in her field. Her colleagues were nice and her supervisor was friendly. After a few weeks, Sara began to notice some accounting discrepancies regarding some new purchases in a document she was asked to review. She immediately pointed it out to one of her colleagues who reviewed the document in question and told her that it was nothing to worry about it as it was the responsibility of someone in another section to deal with.

When it happened again, Sara asked the same colleague about it. This time the colleague explained to her that when a vendor offered the company a discount, an arrangement would be made between the employee of the vendor and their own purchasing staff, including the supervisor, to divide the amount of the discount between them. If the discount from the vendor was 30% then the sales clerk would set up two invoices, one at full price and one showing 30% discount. The vendor would receive the invoice copy with the discount and the company would be invoiced the full amount. The sales clerk would take 5% of the discount leaving 25% to be divided amongst the staff. This was seen as a 'bonus' by Sara's colleagues. She was told that if she did not bring this up to the company's management, she could benefit from the 'bonus'. She was also told that she should just stay quiet or she would lose her internship.

Sara is confused between what she knows is the right thing to do and the threat of losing her internship for not playing along. Sara stays quiet and overlooks the discrepancies. For her silence, her supervisor and colleagues give her a part of the 'bonus'. She feels bad about her choice and guilt over the 'bonus' money. She understands what she is doing is wrong as it is taking something that doesn't belong to her. However, she feels that she needs the internship to get into

the university she applied for. She starts to dread going to work each morning and looks for reasons to call in sick. To ease some of her internal guilt, Sara donates all the money from the 'bonus' to charity. She is internally conflicted by her decision and is relieved when her internship finishes and she can move on.
What do you think Sara should have done? Please explain.

Scenario 2: Social Pressure

Yahya and his friends enjoy staying up late, eating fast food, drinking large amounts of carbonated sugary beverages and sitting around playing video games. Yahya recently visited the doctor where he found out that he was diabetic and had to make changes to his current lifestyle. This meant that he needed to watch what he ate and make sure to include a healthy amount of exercise in order to get his blood sugar under control.

Whilst in the beginning his friends were supportive, over time they found that Yahya's new lifestyle affected the group's dynamic. He became the odd one out. His friends wondered why they needed to change what they always did just to include one person. They started to pressure him to conform by first convincing him that he did not need to visit the recommended diabetic health support nurse or the support group since, after all, they were here for him. Over the next few weeks his friends slowly began to taunt him with his old favourite foods and made him feel isolated from the group when he did something other than the group norm. Eventually, Yahya gave in and reverted back to his old lifestyle and even stopped taking his medication. This made his group of friends happy but it had disastrous consequences on his health. His blood sugar became dangerously high, and he had to be rushed to the hospital to receive emergency care.

How do you think Yahya could have handled the situation differently? Please explain.

Activity 3: Discussion Point

When you have completed your responses to the two scenarios, read some of the responses from your classmates. Discuss the similarities and differences in responses and what may have influenced the way your classmates have responded. Remember to consider what you have already learned about cultural types, values and the effect of power distance on decision making.

Review of Scenarios 1 and 2

In Scenario 1, Sara is put under an **ethical** and **legal dilemma**. If she upholds her values and does the ethical and legal thing of reporting it to management, she risks losing the internship and her placement at the university of her choice. In the end, Sara yielded to the pressure. This led her to behave in contradiction to her values. As a responsible adult, you must weigh what you know is right against social pressure to conform. If you are unsure, ask someone you trust. It is not likely that the company's management, despite the supervisor being involved, would have fired her if she reported the situation to them. However, it would probably distance her from the other staff who would feel resentment for reporting them.

In Scenario 2, Yahya's surrendering to his group's desires had a tragic consequence. His outcome could have been different if he learned to be more **assertive** in defending his choice. As a responsible adult, you need to learn how to be assertive in your responses to peer pressure. If you are being pressured to do something that you know is unhealthy, you must stand up for your choices. If you need to explain them, consider rehearsing your response. Find an ally in the group who is willing to support your decision, and express your views starting with terms such as, 'I think, I want, I need'. Remember that there will always be someone who will question your choices but it is whether your choices reflect and support your values and efforts that is most important.

Insecurity is a driving force behind criticism. By making changes it may feel to some members of your group like you are rejecting them and the existing group dynamics. However, that is not true. It is important to remember this if you are making choices for your own welfare. Create a list of choices and why you are worthy of the outcome of these choices. This is especially useful in keeping your goals on track in situations where you may not have the support you need from your peers.



Arrogance and vanity are among the worst qualities, which are rejected by the Holy Quran. Arrogance means contempt for others and the fate of any arrogant person is hell. People must be humble showing love to their brothers and collaborating with them.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Activity 4: Writing task

Do you believe that the desire to fit in drives you to yield to peer pressure? Explain.

Negative and Positive Peer Pressure



Crowded in or surrounded in support? The image above can be viewed as either social pressure or social support depending on our current outlook.

Negative Peer Pressure

We have already explored two case studies of negative peer pressure. In 2007, the Journal of Developmental Psychology* published a study that found that the peak age of resistance to peer pressure is from

the ages of 14 to 18. This is the time that most people start to develop their own identity and become more secure in their personal core values. Behavioural attitudes towards peer pressure after the age of 18 changed very little. How secure you are during your high school years will ultimately affect your adult choices and actions. Adults who understand and adhere to their core values and beliefs have a greater ability to protect themselves from peer pressure and the influence from others.

**Steinberg, Laurence and Kathryn C. Monahan. 'Age differences in resistance to peer influence'. Developmental Psychology, Vol. 43(6), Nov. 2007, 1531–1543.*

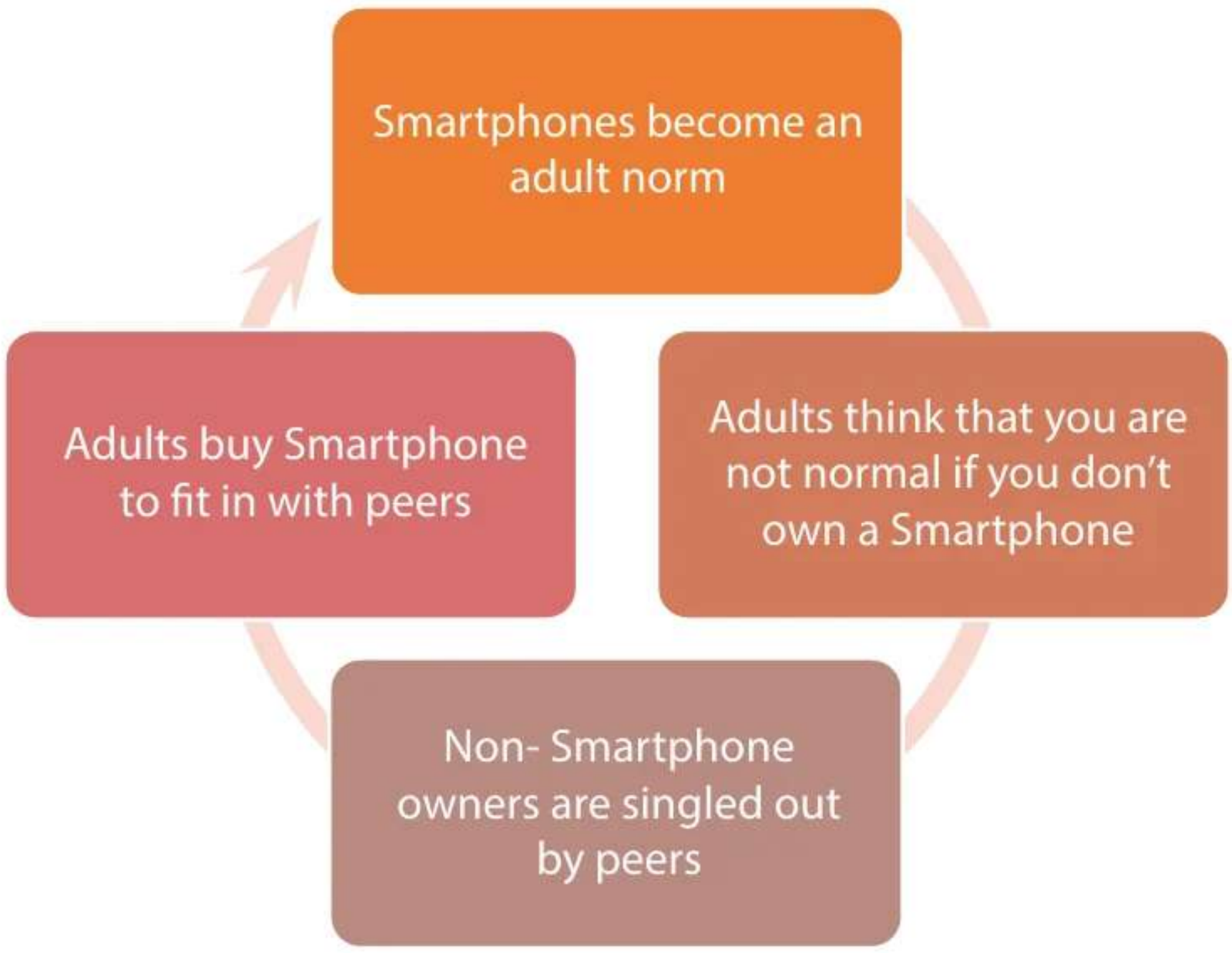
Positive Peer Pressure

Not all peer pressure is bad. Sometimes it can be a good influence such as social support from a group of peers. The aim of social support is to influence you in a positive manner. This is called positive peer pressure. In social support groups, peers encourage one another to strive towards a positive outcome. This type of pressure may help you to reflect on your actions and modify your behaviour to enrich your life. In these cases, the pressure/support from the group may become inspiration. Let us look at Yahya's story again; however, this time we will explore what would happen if he was more secure in his core values and positive peer pressure was applied.

After his visit to the doctor, Yahya let his friends know about what lifestyle changes were needed now that he had diabetes. A few weeks later when they began to question his lifestyle changes, Yahya knew that he needed help, as being healthy was a strong value within his family and community. He decided to meet with the Diabetic Health doctor who recommended a youth support group in his area and enrolment in the Dubai Fitness Challenge. Yahya visited the group. They decided to all enrol in the Fitness Challenge together and offered one another encouragement and advice. Through encouragement and group activities, Yahya was able to adjust and stick to a healthier

lifestyle. He also learned how to discuss his illness with his friends, along with ideas on how to participate in group activities, whilst keeping up with his new lifestyle. He received the support he needed from the support group, and through positive peer pressure was given opportunities to make more informed choices.

Peer Pressure Cause and Effect



The Peer Pressure Cycle – by understanding the cycle we can break it.

The Peer Pressure Cycle

Being different from your peer group is not as easy as you think. You are continuously being rewarded for conforming to your peer group norms and penalised when you do not. This creates a peer pressure cycle. The process can be equated to a popular Western saying, 'Keeping up with the Joneses'. We are content with what we have until faced with pressure to have something else. How many times have you heard things similar to, 'Oh, you're still using the "old" version

of _____ ?' Whilst this type of question may seem innocent, it is in fact passing judgement and therefore creating a pressure to conform even if it is not necessary or practical to do so.

Peer pressure has an inherent way of appealing to the negative qualities of our emotions. This is quite dangerous in the long run, especially as it becomes easy to get stuck in a vicious repetitive cycle of trying to keep up with ever-changing group dynamics. As a responsible adult, you need to be able to overcome the desire to conform and understand that you do not need to validate yourself through others. If you are content with what you have or who you are, then you do not need to have something else just because someone else thinks you should have it.

Break out from the peer pressure cycle by examining your values and beliefs. ask yourself:

- What feels right to you?
- Would the object, behaviour or action make you feel good about yourself and match your core values?
- Where do you see your life heading?
- Are there times when you are more prone to be influenced by peer pressure?

When you think about the answers to the above questions, how does your body react? Are you relaxed or stiff? Listen to your body. It will help tell you what is good for you. Understand the signs and clues of how your body responds and which ones feel right to you. This will help you in future situations.

Six Ways a Responsible Adult Handles Peer Pressure and Breaks the Cycle

- **Understand who you are**. Be yourself. It is essential to know your goals and values and reflect on them. Think about what you want now and in the future based on those values. By knowing who you are and what you believe in, you will have a better understanding of whether the choice you are about to make is the right one for you.
- **Be cautious with whom you spend time with**. By surrounding yourself with like-minded peers you effectively create a social support network that shares similar goals and values. Look to socialise with peers that you have a high regard for, with a strong sense of self-discipline. Be open minded to connecting with others from different backgrounds in order to have a wide range of friends.
- **Stay away from those who pressure you**. Stay away from groups or peers who have a negative influence on you. Pledge not to spend time with those who make you feel guilt or shame for not adhering to their values. Anyone who is critical of you may have their own insecurities. That is not your problem to resolve.
- **Set boundaries. We all need to have boundaries**. Cultural and familial norms can help you in setting your boundaries. Boundaries protect us from hurt whether physical, emotional or spiritual. By clearly establishing your boundaries that you can adhere to, irrespective of the situation, will help you know your limits. Boundaries help you to get out of situations where you feel that you are being manipulated or taken advantage of.
- **Be prepared**. Visualise likely scenarios where you may have peer pressure. Rehearse a script or have a standard fallback answer that is easy to repeat if necessary. Be assertive and use direct sentences such as, 'I think' or 'I need'. Determine how best to approach the situation. Above all, learn from past encounters. If in

the past you were caught unaware by peer pressure, think about what you might have done differently and put it into practice for the future.

- **Have a way out**. Everyone, at some point, will find themselves in a difficult situation. Don't wait around to see if a bad situation will improve or worsen. Sometimes the best course of action is to walk away. Seek advice or help from someone you trust.

Remember that there will always be someone who will question your choices. As a responsible adult what matters most is the reflection of your choices on your values, and whether they support your efforts of who you see yourself as.

Activity 5: Self-Assessment Task

Now that you know more about peer pressure and how responsible adults handle it, try to answer the follow questions:

1. What influence do peers have over each another?
2. Is it harder to deal with peer pressure when it comes from an authority figure?
3. Why do you think some people are more susceptible to peer pressure than others?
4. Is it easier to stand up to friends/family or to strangers when you disagree?
5. Have you ever lost a friend or a group of friends over peer pressure?
6. What is the difference between pressuring and encouraging someone? Give an example of negative and positive peer pressure.
7. Have you ever seen it in action?

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2. _____

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3. _____

4. _____

5. _____

6. _____

7. _____

Lesson 4: Being Proactive and Motivated

- **What do you think the difference is between proactive and reactive?**
- **Who inspires you?**



Key Vocabulary

proactive	**motivation**
value-centric	**intrinsic motivation**
emotion-centric	**extrinsic motivation**
reactive	**inspiration**

Introduction

In this lesson, we will build on the key qualities of a responsible adult by examining the terms 'proactive' and 'motivated'. We will examine what it means to be proactive in our daily lives and the differences between proactive and reactive behaviour. We will also explore how motivation impacts our level of responsibility as well as the differences between motivation and inspiration.

Proactive Behaviour

People who are **proactive** are conscious of the environment around them, and elect to empower themselves through self-knowledge and development, instead of allowing other factors or people to control them. In doing so, a proactive person seeks out help in relation to what they need, or to gain knowledge or experience in something. They do not seek out help in relation to current or unresolved past emotional issues or needs. A proactive person is a 'can-do' person and a reactive person is a 'no-can-do' person. When you respond to a situation without giving yourself time to consider what you need to say, respond impulsively or with great emotion, then you are being reactive.

Being proactive essentially means being responsible. It means being intuitive and preparing yourself for what may happen in the future based on expectations for past events or acquired knowledge. For example, can you imagine being able to read this lesson without first knowing the letters of the alphabet? People who are proactive recognise responsibility as the ability to choose the way in which they respond to various events and situations within their daily lives. This behaviour is the result of their own **value-centric** decisions instead of their **emotion-centric** circumstances.

Proactive people do not project blame onto others or circumstances for their behaviour. For example, you are writing the final term paper for your social science class, when the power goes off. A reactive person would be angry and frustrated because they did not anticipate the power outage so therefore never saved their work; however, a proactive person would understand the importance of what they were writing and would have activated auto-save so that their document was saved every five minutes. This would mean that they did not lose anything that they had written except for maybe a few lines.

Activity 1: Thinking Task

Based on what you know about peer pressure, do you think that being proactive would help or hinder you when faced with a situation where someone was pressuring you to do something you did not want to do?

What is Proactive Behaviour?

Proactive behaviour enables us to anticipate what may happen in future situations, experiences or encounters. This allows us to think how best to respond to something before it happens. It is an important skill to be able to 'look before you leap' in your daily life and in dealing with potential difficult or challenging situations. Whilst each situation or encounter you face will be unique, there may be some commonalities that they all share. The following are a few common situations that all of us will most likely face at some point in our lives.

- **Feelings of anger and frustration toward someone or something**. Don't react to the situation straight away. Give yourself time to calm down and evaluate the issue in a rational manner and by doing so discover a solution or a better method of communicating the problem at hand. For example, your cousin used and destroyed your final art project while testing Newton's law of relativity.
- **Feeling terrible or upset because of another person's behaviour**. Don't jump to conclusions straight away. Instead try to view the situation in a more rational and objective manner. For example, Dana's friend Amy didn't pick up the phone when she called yesterday and still hasn't returned her call after she sent her a text message to call her.
- **Handling situations where another person is critical, rude or demanding**. Remind yourself that others behave according to their own set of issues and problems. However, understand that there is no excuse for unacceptable behaviour and you should not try to justify it; however, when you are reasonable and considerate in the face of adversity, it says a lot about your personal values and beliefs. For example, Nasser had waited patiently in line for the cinema and couldn't believe it when someone came at the last minute and rudely cut in front of him.

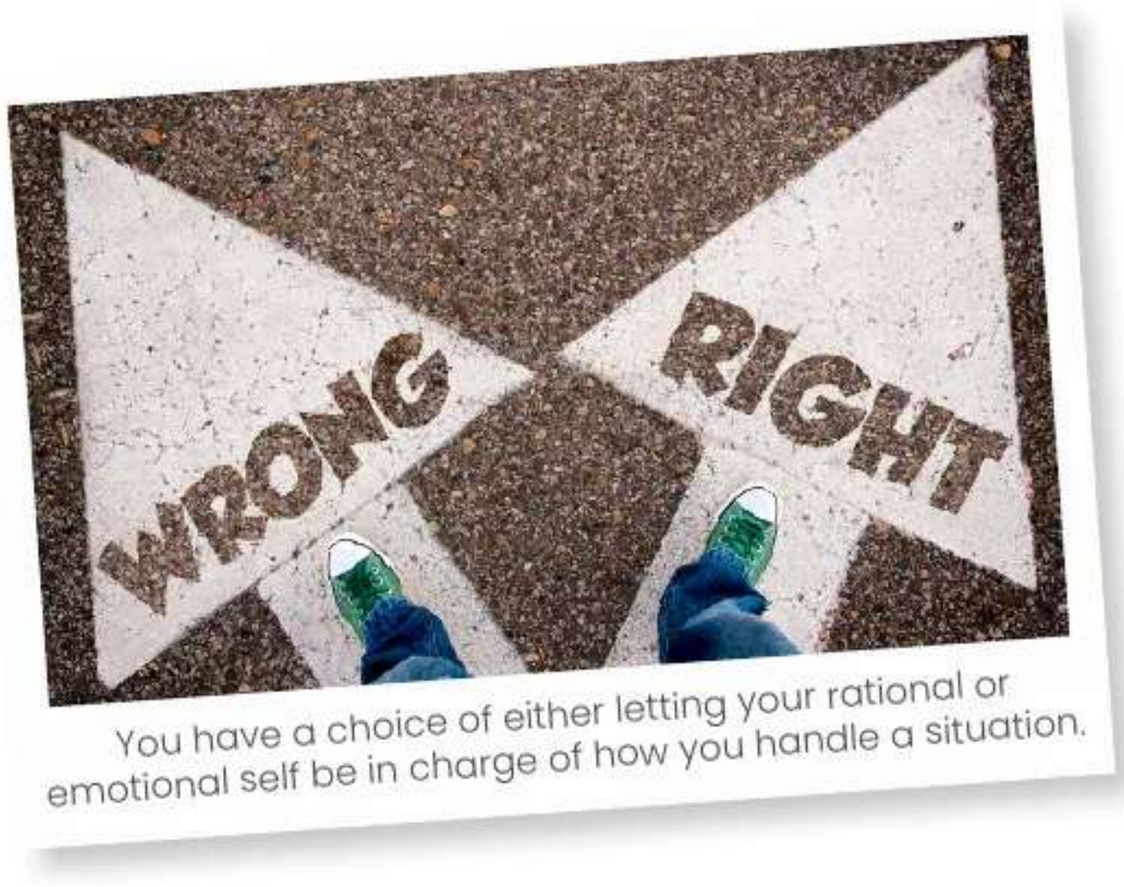
- **Feelings of anxiety or stress**. Being oversensitive, anxious, nervous and stressed out about something is unhealthy. When you have been weighed down by emotions, relax. Splash water on your face, take a walk, lie down, have a cup of hot tea … whatever helps you relax when you are tense. Ask yourself if you are making too much of a big deal out of that particular situation. Finally, evaluate the issues behind your emotions or get advice from someone you trust. When you feel more relaxed, put in place a reasonable solution and/or expectation regarding the source of those feelings. For example, Greg was a solid academic student and yet often failed his exams. He suffered anxiety to perform well each time a test was placed in front of him.
- **Experiencing obstacles and failures**. Everyone faces obstacles and has failed at some point in their life. Instead of wallowing in self-defeat, use these setbacks as learning tools and life experience of what not to do the next time around. We learn more from our failures than our successes. For example, Jared wanted to order a cake for his sister Beth's birthday. He placed the order over the phone and instructed the bakery to write 'Beth in the middle of the cake, please'. When the cake was delivered the bakery had not put the name 'Beth' in the middle of the cake but had misunderstood and had written 'Beth in the Middle' on the cake.

Activity 2: Writing Task

In the above situations, each has an example. Please choose two of the situations and then complete each example to show what the proactive approach might be for that type of common situation.

1. _____

2. _____



You have a choice of either letting your rational or emotional self be in charge of how you handle a situation.

Proactive versus Reactive Behaviour

We have explored the concept of proactive behaviour which is being ready before something happens. The opposite of proactive behaviour is **reactive** behaviour. We demonstrate reactive behaviour when we wait for something to happen and then respond. For example, consider a boat ride. A proactive person checks and makes sure the boat has the correct number of life vests for each person on board before setting off, whereas a reactive person waits for rough conditions at sea before looking for a life vest for each person on broad.

Activity 3: Thinking Task

Can you think of a situation where you have been unprepared? How could you have applied proactivity to that situation?

A person who is reactive is often affected by the world around them. As long as the environment around them is fine, then they are fine. However, when their environment changes, then so does their performance and outlook. Reactive people are emotionally influenced by the 'social climate' around them. Their daily lives are constructed based on the behaviours of the people surrounding them, which in turn sanctions other people's faults and negativity to have power over them. This implies that a reactive person has a lack of initiative, stability and emotional maturity.

In contrast, proactive people are value driven and rational. This means that their values are not emotionally connected with their social environment. On the contrary, they take great care in selecting, considering and incorporating values and solutions into their lives. The difference between being proactive or reactive is all down to perspective. A proactive person can see the big picture and not just a series of unrelated events. Whilst frustration and stress still exist, a proactive person is still able to be dependable and rational based on anticipation.

Activity 4: Action Task

Read the scenario below and then answer the related question. Before reading, assume that both girls in the story have been provided with the same information, and that they both come from the same society, have the same level of education and a similar intelligence.

Shamma and Layla have completed their driver's education class, passed the written exam and are now ready for the driving test. Shamma, being proactive, made sure that she prepared for the driving test by having her father and older brother teach her how to deal with real-world scenarios on the road like heavy traffic, car troubles, roundabouts or road works. Layla, being reactive, did nothing except drive around her quiet neighbourhood a few times. The day of the road test, Layla and Shamma both had their exams at the same time. Layla was doing really well until the examiner asked her to get on the highway. The highway was congested with heavy traffic and Layla felt overwhelmed. She struggled to merge lanes, forgot to use turn signals and nearly hit the car in front when the traffic suddenly stopped. Layla became frustrated and upset and began yelling at other drivers. On the other hand, Shamma handled herself as though she had several years of experience behind the wheel. When asked to get on the highway, she immediately recognized the volume of traffic on the road and made sure to leave two car lengths in front of her in case of emergency. She diligently monitored road conditions around her and used turn signals/indicators when she need to merge lanes. She remained calm and collected. Shamma passed the road test with high marks while Layla failed.

Compare the experiences of Shamma and Layla and write down how Layla could have used proactivity to overcome her reactive behaviour.

☑ Activity 5: Checkpoint

Explain the difference between proactive and reactive behaviour.



"Most people talk; we do things. They plan; we achieve. They hesitate; we move ahead. We are living proof that when human beings have the courage and commitment to transform a dream into reality, there is nothing that can stop them."

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), UAE Vice President and Ruler of Dubai

Motivation

Motivation is that invisible voice or force that pulls us out of our comfort zones in order to achieve a goal or aspiration. When we are motivated we have a higher sense of fulfilment and a more positive outlook on life. People may be motivated out of need, principle, beliefs, etc. Some types of motivation are:

- **Reward based**. Appreciation or recognition. A class may be motivated to be on their best behaviour all term to earn a Pizza and Film day.
- **Relationship based**. You may be motivated to do well in history because your history teacher is engaging and makes the subject matter interesting.
- **Responsibility or duty based**. You may be motivated to clean your room because it is a responsibility in your house to pick up after yourself.
- **Reason based**. You may be motivated to write a poem about your country out of national pride and identity.

aActivity 6: Action Task

Provide a personal example, in the table below, for each type of motivator listed above.

Reward Motivator	
Relationship Motivator	
Responsibility Motivator	
Reason Motivator	

Intrinsic and Extrinsic Motivation

Many theories on motivation do exist but, in this lesson, let us examine motivation at its most basic level; as the intrinsic and extrinsic factors that influence why and how we are motivated. We are influenced by either factor, or by both at the same time, depending on the reasons behind the motivation. For example, you can be both internally and externally motivated to eat healthier. Each activity or behaviour has an origin or reason behind the desire or need to be motivated. Once we understand the root cause or source of these factors then we can improve our chances of succeeding.

Intrinsic Motivation

Intrinsic or self-motivation originates from within us and there is no external incentive to achieve an outcome, just an intrinsic causation. **Intrinsic motivation** is a personal driving force or pull to achieve or self-improve based on conviction, values and principles, and an internal want or curiosity. You may be internally motivated to walk on the beach because it is relaxing; master a new video game and seek to play it often because you internally find it exciting; or even learn how to do the back flip because it is exciting to you.

Activity 7: Thinking Task

Can you think of a favourite hobby or activity of yours that is self-motivated?

Extrinsic Motivation

Extrinsic motivation is when you are motivated or impelled to accomplish a task or to act a certain way because you have to, and not because you want to. This type of motivation can be driven by an obligation or responsibility. For example, Alia hates studying but she is motivated to do well in the upcoming exam otherwise her parents will not allow her to go to the mall with her friends. Another example is the way stores motivate you to shop with them by offering incentives such as award cards, which leads you to shop with a particular store in order to get discounts, freebies or vouchers.

Activity 8: Discussion Point

Discuss with a fellow classmate or friend how organisations or community groups motivate us to either participate or show loyalty to a store or brand.

Motivated or Inspired?

Motivation is a psychological concept, which is described as a stimulus or force that impels us to take an action. It is something that persuades us to behave and act in a particular way. It is also the process of giving a reason to someone to do or achieve something. The more motivated we are, especially internally motivated, then the more likely we will be proactive instead of reactive in our daily lives. Motivation stems from having a motive or reason to want to do or achieve something.

Inspiration stems from the Latin word 'inspirare' or 'divine guidance'. It is a feeling, a driving force as opposed to motivation's pulling force. Inspiration is the influence or stimulus of a process or object that evokes an emotion to be creative. For instance, visiting the

Sheikh Zayed Festival inspired Aisha to learn more about Emirati customs and traditions. It is an internal desire or urge influenced by our values, beliefs, perceptions, imaginations, ambitions, etc. If we have been inspired to be motivated to do something, when it is achieved we will feel a deep sense of accomplishment. We feel obligated to do something when we are motivated but prompted to do something when we are inspired. Our motivations are intentional and deliberate, whereas inspiration is impulsive and spontaneous.

Activity 9: Thinking Task

Can you think of an example where something inspired you and in turn you felt motivated to take action?

Some differences between inspiration and motivation are:

- Motivation influences or forces you to take action. Inspiration propels you towards a creative state.
- Motivation has a sense of opposition and competitiveness, whereas inspiration is an effortless sense of excitement and curiosity.
- Inspiration is enduring, living within us, whereas motivation is goal orientated and is no longer useful once whatever it was compelling us to do has been accomplished.
- Motivation is planned out and intentional; on the other hand, inspiration is dynamic and impulsive.



Inspiration does not equal motivation. We can be inspired but not motivated, or conversely we can be motivated and not inspired.

Activity 10: Action Task

Read the two statements below. Decide whether the statement is based on motivation or inspiration and explain why.

1. I feel like helping my parents do the monthly shopping and putting the groceries away. When I contribute to my family, I feel like I am honouring my personal and family values.
2. I really need to do chores so I can get enough money to buy the new video game that everyone is playing.

1. _____

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Activity 11: Checkpoint

Write down two differences between inspiration and motivation.

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Activity 12: Self-Assessment Task

In this lesson, we explored what it means to be proactive and motivated. Now that you know more, try to answer the questions below:

1. What motivates you personally to reach an academic goal?
2. What does it mean to be proactive?
3. How can motivation impact whether we approach a situation as proactive or reactive?
4. What is inspiration and how is it different to motivation?
5. What is an example of intrinsic motivation? Of extrinsic motivation?
6. What benefit does being proactive, motivated and inspired have on your life?

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Lesson 5: National Consciousness

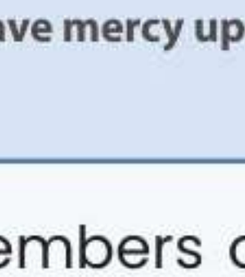
- **Why can it be dangerous to stereotype people from other countries?**
- **What are you proud of about the country you come from?**



Key Vocabulary

social consciousness	national consciousness
camaraderie	nationalism
collective consciousness	national identity
cultural consciousness	chauvinism
social constructs	jingoism

Introduction



There is no glory without the glory of the country and its citizens. We have to be proud of our forefathers, who were able to face the harshness of life with a strong will and dedication to shape a better collective future.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

In this lesson, we will look at what we already know about self-consciousness or self-awareness in terms of understanding our values, principles and motivators, and how we apply them in our decision-making processes, i.e., proactive versus reactive behaviour, empathy, collaboration, openness, etc. We will build on these concepts by exploring what it means to be socially aware or socially conscious by examining how individuals, whether group members or residents, interact and their level of awareness within communities and societies. We will focus on how social consciousness transitions into 'national consciousness' which encompasses such elements as national identity, nationalism and patriotism for those who live within the boundaries of a state or nation.

Social Consciousness

As you already know, self-awareness is the awareness of the world around us and our own perceptions of what are acceptable or unacceptable ways to interact with our environment. This can translate into perception of our involvement or awareness of our family, group, community or even the society or nation in which we live. When we think about our self-awareness in terms of a group of people experiencing the same commonalities of that self-consciousness, then we begin to explore group or collective awareness which, in turn, means being socially aware or socially conscious.

This **social consciousness** in today's modern society is more than

just a sense of responsibility and understanding of the problems, injustices and issues within a group, community or society. It is recognising and understanding the value systems of where you live or what you consider a community. When a group of individuals live, socialise and work alongside one another, they begin to form a group consciousness based on commonalities. It is this engagement of an individual within a group, community or society, that even for a temporary period turns a 'me' mentality into a 'we' mentality. It is in the guise of this self-perception of being socially aware of the others around them, that these individuals go beyond tolerance and towards the social virtue of empathy.

Due to the subjective nature of social consciousness, there is no 'true' method to rationally measure it. It is subjective because it is based on the culmination of life experiences, religious, cultural and ethical values and beliefs, and surroundings that are unique to every one of us. For an example, just look at your class, your grade level, or your school. Despite coming from different backgrounds, you have all come together as a group, if even for a temporary period, united by a common factor; you are all in the same class, same year or attend the same school together. Within that school community, students are representing their school whilst at school, and when participating in school-based activities such as spelling bees, sporting events or during field trips. It is that spirit of camaraderie in which the sentiment is 'We are in this together'. However, outside of the school setting, that sense of unity often fades.

Activity 1: Thinking Task

Can you think of at least one example of camaraderie within your class, grade and school?

Group and Community Social Awareness

Social awareness at a group or community level is often referred to as a **collective consciousness** which is a shared awareness of common values, beliefs, goals, ideologies or behaviours. These collectives are often made up of individuals that have a seemingly rational connection with one another. This collective awareness is often not applicable outside of the setting in which the group or community exists. A student may work closely with their fellow students during the day but that does not translate necessarily into sustainable relationships outside of the school community.

Activity 2: Action Task

Read the two brief scenarios and then answer the questions that follow.

Scenario 1

Ameera and her family have just moved into a gated community 20 minutes away from the city of Fujairah. This gated community consists of similarly painted uniform row houses. The community has extensive landscaped walkways, two playgrounds, a basketball court and a community swimming pool. The residents of her new gated community are socially active in organising events like carnivals, Iftars and National Day activities. There are many young adults around Ameera's own age, and they often socialise on the weekends through the common bond of being part of that community. However, when one of them moves away, little effort is made to stay in contact.

Question

In the gated community that Ameera lives in, what common or shared values, thoughts or behaviours exist? Do you believe that a sense of community could be maintained when members move away and are no longer physically part of daily community activities? Please explain.

Scenario 2

Joe belongs to the 'Seniors for Seniors Club'. The club is made up of high school seniors, from different schools, who actively participate in social activities with residents from a well-known Elderly Care Centre in Abu Dhabi. The club's common goal is to reach out to the elderly and connect with them through active listening, teaching them new skills, and learning about the heritage and past events in the history of the UAE. The club members enjoy volunteering and the senior citizens feel a renewed sense of belonging and connectedness with the younger generation.

Question

What common values or goals do you believe that the members of the club share? What commonalities do you believe the high school seniors and the senior citizens may share? Please explain.

Cultural Consciousness

By understanding how culture influences the manner in which we interact with the world around us, we demonstrate a cultural consciousness or cultural awareness. The way we perceive and understand the world is rooted in our lived experiences within our culture. Our lived experiences are the customs, values and principles we assimilate from family, school, the media, etc. Once we are able to view our cultural values as social constructs, then we can further understand the forces behind not only what we believe in but our interactions with one another and with our environment. By being aware or culturally conscious of how and why we develop and maintain our perception of culture, we open ourselves up to a willingness to be aware and to understand the cultures of other people. This is extremely important in today's modern globalised world where a lack of cultural awareness is encouraging and disseminating misguided perceptions and fear towards cultures other than our own.



Cultural consciousness is the understanding of how culture influences the manner in which an individual interacts with other cultural views in the world around them.

Activity 3: Discussion Point

Throughout history there have been those who have been fearful of others negatively impacting their own culture or society. During World War II, people residing within the United States had a generalised unfounded fear of American citizens who had German or Japanese ancestry. This was despite the fact that they lived or worked alongside them and served together in the defence of America. The general population put a lot of pressure on both those ethnicities. Many German Americans were able to adapt by hiding their culture and heritage and demonstrating, in public, the ideal American cultural stereotype. However, the Japanese Americans were not so lucky. Over 110 000 men, women and children were forced from their homes for no reason other than their ancestors came from Japan and therefore they may be loyal to Japan. They were imprisoned in internment camps. In some cases, their houses and belongings were destroyed out of fear. More than 60 years later, we are seeing a similar sentiment rising again.

Discuss with your class how a better understanding of social awareness, in a particular cultural consciousness, could have subdued the fear back then and nowadays.



The Manzanar Peace Memorial, at the Manzanar National Historic Site in California, stands as a reminder of the dangers of what stereotyping and lack of cultural awareness may bring. Between 1942 and 1945, over 110,000 Japanese Americans were 'relocated' to camps at sites in remote areas of the United States. Manzanar was the location of one of these sites.

Activity 4: Writing Task

Explain the difference between collective consciousness and cultural consciousness.

National Consciousness

When social consciousness or the ideas, beliefs and attitudes regarded as characteristic of a group or community are attributed to a society, then it is considered a **national consciousness**. It is the degree of an individual's awareness of issues, problems and happenings within a nation where they are either citizens or residents. It is how they affect themselves and others within the society. The development of national consciousness amongst a group of people or community is the underpinning factor in forming a nation state. National consciousness should not be confused with **nationalism** or **national identity**. The sense of loyalty and devotion that encompasses nationalism cannot happen unless a person or group has achieved national consciousness.



The country needs its youth because upon them depends its present and future; we must leave them a legacy of good traditions that we have inherited from our parents and grandparents.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Unfortunately, these days nationalism has become synonymous with bigotry, hatred and intolerance towards others. Furthermore, national identity is more about shared feelings or sentiments towards a nation than awareness of the nation in which one lives. All three have a commonality of the perception of 'we' and not 'me' that is seen in a collective awareness of not just citizens but of all those living within a specific nation. This sentiment is reinforced as those residents and citizens live next to one another, work or go to school together and overall share the same public space as one another. Furthermore, the more tolerant and accepting a specific nation is towards other cultures, religions and backgrounds of those who reside therein, the more willing those residents are to honour societal values and to look beyond their own 'homeland' cultures and approach one based on a greater understanding.

National Identity

In a multicultural society we have an ideology of recognising that we live in a globalised world with a basic human identity and within that global community we have our national identity and that we are confident in the way we express it in our daily lives. It is our sense of pride and our sense of belonging to something bigger than us that pulls us closer to symbols, traditions and values of the nation that is either our homeland or that we live in. It is our connectedness to our tangible past through the living customs and traditions that help keep us grounded and willing to understand other cultural identities but to include ourselves into a human identity based on inalienable rights. We incorporate the elements of our national identity that are the most relevant to us and invaluable in our perception of our environment and our place within it. However, which elements we choose to incorporate may vary heavily from one person to the next. These elements may lay dormant for periods of time and become prominent during national holidays, events and in the face of tragedy such as a natural disaster.

"As you come to know the United Arab Emirates, you will see a country that is truly peaceful. We take quite seriously our role in fostering regional and global peace and cooperation. Millions of people with different nationalities, from different cultures, and with diverse religious beliefs live among us in freedom and friendship and make extremely valuable contributions to society. Under the historic leadership of our founding president, my late husband Sheikh Zayed bin Sultan Al Nahyan, may the peace and mercy of Allah always be with him, we have created a society that has moved away from viewing others through the lens of ignorance, suspicion, stereotype and intolerance. As you look around, you will see a country of stable and effective political, economic and social institutions. You will see a society with solid foundations, committed to the peaceful pursuit of solutions to the conflicts and problems of humankind."

Sheikha Fatima bint Mubarak; from a message delivered at the 4th annual 'Women as Global Leaders Conference', 13 to 15 March, 2012.

Activity 5: Action Task

After reading the quote above, by Sheikha Fatima bint Mubarak, write down two ways in which both citizens and residents celebrate a national awareness and identity together as a complete society here in the UAE. In doing so, remember what we have learnt about social consciousness and national consciousness so far.

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Residents taking part in the 44th UAE National Day at the National Day Celebration Parade in Dubai.

Nationalism versus Patriotism

Nationalism is often confused and used interchangeably with both national identity and patriotism. Whilst the three stem from a similar background they are different. In its truest sense nationalism is a sense of belonging to a society or nation and to be united through a shared language, heritage, customs, etc.; however, it has evolved to take on a darker meaning in the past few decades.

Some people or groups have used a distorted version of the meaning of nationalism to further their cause. In these cases, nationalism has become about the belief that one's society, race, or nation is superior and above everyone else's. It is used to rationalise past societal issues and events instead of recognising past faults and making amends for them. For example, Bob loves everything about his country and considers himself to be a nationalist. To him it is the best in the world and everyone should be so lucky to have a chance even to visit his country. When Bob is faced with negative commentary regarding his country he becomes aggressive and at times violent.

On the other hand, patriotism is the devotion and support for a nation, whether your own or one that you are a resident in. For example, Bahula is from India but has grown up in Al Ain. She is proud of both her homeland of India and the UAE. She looks for ways to give back to both communities and feels included in heritage and cultural events and activities. Someone who is patriotic has adoration for a nation and celebrates its values, heritage and customs whilst at the same time accepting criticism of their patriotic beliefs as learning experiences. It does not need to be a loyalty to a particular government. You can have admiration for the heritage, people and customs of a country but at the same time not support that government. For example, Hope is an American who has Chinese ancestry. She adores the customs, heritage and traditions of China. She enjoys dressing in traditional attire and has even learned how to speak Chinese. At the same time



she views her patriotism towards the Chinese society as unrelated to China's politics and policies.

Activity 6: Thinking Task

Think about different ways you and your family celebrate National Day and other national holidays here in the UAE and share them with the class.

Chauvinism and Jingoism

In both **chauvinism** and **jingoism** there is an excessive amount of nationalism or patriotism, either as an individual or as a group. It is the aggressive promotion of an extreme and often narrow ideology and perception of loyalty that cannot be rationally explained. Often it is advocating of threatening behaviour or ill-will towards the unfamiliar or misunderstood, which can easily escalate into violence against those dissimilar to them or to their community or nation.

Activity 7: Discussion Task

An example of jingoism is a cartoon or advertisement that ridicules politicians, people, religions or governments from foreign nations. Another example of jingoism is the encouragement of violence against those from another country, such as immigrants.

Discuss with a classmate what may cause a person to take one's devotion and admiration for one's country to either chauvinism or jingoism. Discuss the best way to deal with those situations.

Activity 8: Self-Assessment Task

In this lesson, we have looked at social consciousness, collective consciousness and national consciousness. Based on what you learned in this lesson, try to answer the following questions.

1. What is a collective consciousness? Please provide an example of a collective consciousness.
2. How does nationalism relate to national consciousness?
3. What is the difference between national identity, patriotism and nationalism?
4. How can fear affect a person's objective awareness of the world around them in terms of chauvinism or jingoism?

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Lesson 6: National Service

- **What's the difference between voluntary and compulsory? Give some examples.**
- **Would you like to be a professional soldier? Why/Why not?**



Key Vocabulary

Mandatory National Service	**ideology**
Alternative Civilian Service	
Voluntary National Service	

Introduction

In this lesson, we will explore what is voluntary and compulsory 'national service'. We will also examine what benefits and opportunities national service offers those who participate, as well as what impact it has on communities and nationals. This lesson will build on what we have already learnt, in terms of values, social consciousness, connectedness, proactive behaviour, motivation, etc.



The UAE Military is its protective shield and a means to maintaining national cohesion, saving lives, protecting the country's wealth, and supporting our brothers in times of need.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

What is National Service?

National Service is not just mandatory military service or conscription. It can take many forms including community service, military service, alternative civilian service and voluntary government service. It may serve as a keystone or foundation in the development of national or community youth policies in which it is viewed as assisting the transition into adulthood, and more importantly, creating responsible adults in the process. In any of the above-mentioned forms, the primary outcome is the same, which is to strengthen the community by creating a more focused, innovative, socially conscious and stronger younger generation workforce.

Activity 1: Thinking Task

What possible opportunities do you think national service could offer you as an individual and your community?

The Need for National Service

National service is needed more than ever in a world where nations are faced by a wave of fading traditional social structures in the emergence of a new global identity. Added to that is the growing number of students around the world who have dropped out of school before graduation.

Without a basic high school educational degree, students who have dropped out now have limited career choices. This isn't just a problem of a weak workforce or young adults not finishing school. The problem is that this is just a starting point for larger concerns and problems at both a community and a national level such as poverty, illiteracy and food insecurities. This may generate resentment and a projection of lack of opportunities onto others such as immigrants or racial groups for their own personal situation.

When this happens within a community you have a breeding ground for intolerance and discontent, which can lead to a weakening of a community or even a nation. Just look at the rise of social unrest around

the world. Before we can look at how we can address this dilemma through national service, we must first understand that national service is not just waving a national flag or singing a national anthem. It is about providing a foundation for the bridging of socioeconomic and cultural divides and taking a proactive approach to doing what is required to preserve and better oneself, our community or nation.

Activity 2: Discussion Task

Did you know that in some countries, as little as 12% of young adults graduate from high school? For instance, let us imagine a country that has a population of 40 million and of that population, 10 million are students between the ages of 14 to 18. And let us also imagine that an amazing 90% of those students graduated from high school. That means that only 10% did not graduate. That really doesn't seem like much but let's do the maths: 10% of 10 million is one million. That is one million young adults without a proper degree which will impact their roles and opportunities within that country. Based on what you have read in 'The Need for National Service' above, discuss with a small group of classmates what impact those one million dropouts might have on their country.

Activity 3: Checkpoint

Do you believe that national service could help a person be more tolerant and understanding of others?



There are three main types of National Service: Voluntary National Service, Alternative Civilian Service and Mandatory/Compulsory National Service.

Types of National Service

Through national service, participants are often offered orientation and training which can include learning to work and connect with others from different societal, cultural, religious or ethnic backgrounds, for a common purpose or goal. They learn to cultivate new skills such as discipline, time management, tolerance, listening, collaboration and effective communication. They can also increase their aptitude and knowledge for skills related to crisis management, such as disaster relief or national defence. While any type of national service is beneficial there are three main types that we will explore here: **Mandatory National Service, Alternative Civilian Service and Voluntary National Service**.

Voluntary National Service

Those who volunteer for voluntary national service may do so in their local community, on the national level or represent their nation in international endeavours.

1. It can be as simple as volunteering to keep a section of highway clean, to building a school for underprivileged children in Thailand, or aiding in relief efforts during a natural disaster. Voluntary national service is sometimes called 'community service'.
2. It strengthens an individual's sense of nationalism and civic engagement. Participation increases one's social consciousness and awareness of the needs of a community or nation.
3. It fulfils moral responsibilities towards honouring the basic human rights such as the right to shelter, clean water and education.
4. It instils within those who serve a want to not only give back but to improve their communities for the betterment of all.

Voluntary or community service may be personal, group or organizational in nature.

1. On a personal level, one could visit the children's hospital ward dressed as their favourite superheroes and read them stories, or volunteer as a fire-fighter.
2. A group could organize care packages for labourers during Ramadan or build houses for the homeless.
3. An organization could sponsor the creation of new wells to give clean water to a small village in Sudan or work with national agencies to respond to national emergencies and disasters such as wildfires.

The UAE Red Crescent Authority, Emirates Voluntary Academy in Abu Dhabi, and Takatof are examples of voluntary national service organizations.

Activity 4: Action Task

Samira decided to join 'Sanid', part of the UAE's National Crisis and Emergency Management Authority (NCEMA) when she was exploring the government's volunteering website: www.volunteers.ae. She wanted to give back to the UAE before leaving to move back to her home country to start college. She felt that 'Sanid' was the best option for her.

Through the programme, she received training on how to respond and handle a variety of emergencies. This training included emergency preparedness, leadership skills, firefighting safety, disaster counselling, first aid and event management skills. Whilst she was a volunteer, Samira did not get a chance to assist in an emergency situation in the UAE; however, the skills she learned helped her when she moved into collegiate life and beyond.

Despite Samira not getting to help out in a real emergency what skills did she acquire through her volunteer work with Sanid? When she went to college, how do you imagine she applied the skills she learned? Please explain.



Alternative Civilian Service can include social welfare work such as aiding the elderly in their daily lives.

Alternative Civilian Service

Alternative civilian service goes by many names depending on the nation or community. It can also be referred to by such names as the Civilian Public Service, Selective Service System, Non-Military Service or Substitute Service. It is often offered in place of punitive measures taken for rejection of service including fines or a prison sentence.

Alternative civilian service is a mandatory or compulsory service that is not supervised by the military and is for those who meet specified criteria to forgo military service on social, health, or religious grounds or, in some nations, reasons of conscience. The duration of service is usually equal or not more than 150% of the original military service.

Its main purpose is to encourage those who take part to acquire the same, or similar, skillsets such as cooperation, empathy, discipline and a sense of belonging. It allows people to still actively participate in their community doing jobs such as nurse's aide, landscape designer, volunteer guide to historic sites or at an event like Expo, or social worker.

Activity 5: Writing Task

Did you know that Russia was one of the first nations in the world to offer alternative civilian service that dates back to the 18th century? The United Kingdom, the United States and Germany used to offer this alternative service when they had mandatory national service. Do you think it is a good idea for there to be an alternative method for service in your community or nation, if you are unable to do so through military service?

"Our Armed Forces servicemen have set wonderful examples of the ultimate heroism and sacrifice. We have lost martyrs, who offered their lives in defence of their nation and its values. All of us have a duty, which is to remain loyal to the values for which they offered their lives, to complete what they have begun, to instil in the hearts and minds of our children the values of sacrifice and loyalty and to work together to keep our nation, for which those martyrs offered their lives, ever stronger and respectable."

Sheikh Khalifa bin Zayed Al Nahyan (May Allah have mercy upon his soul)

Mandatory National Service

There are more than 20 countries in the world that have some form of mandatory national service, which is often translated as military service or conscription. Even advocates in the United Kingdom (including Prince Harry), France and the United States want to bring back mandatory national service. One only has to switch on the television or look at the Internet to find waves of information about the growing discontent in the United States and around the world. The reason is multi-layered and complicated in truth but a very broad definition of the problem is that communities around the world are becoming more divided and less tolerant of others from different backgrounds, whether religious, economic or ethnic. In the United States, for instance, the sentiment has become less 'Ask not what your country can do for you, but what you can do for country', which were John F. Kennedy's iconic words from 1964, and has become more 'Ask me not what I can do for the country, but what the country can do for me'. This is dangerous as it leads to divisions in communities.

Armenia	Denmark	Russia
Australia	Egypt	Singapore
Azerbaijan	Finland	Switzerland
Belarus	Greece	Thailand
Bermuda	Iran	Turkey
Brazil	North Korea	Ukraine
Burma	South Korea	United Arab Emirates
China	Mexico	
Cyprus	Norway	

Activity 6: Research Task

Ask someone you know who has been through Mandatory National Service what impact it had on them. Ask them if they believe that more countries should have some form of compulsory national service and what type of service they recommend (military, government civic participation, community service, etc.).

Where does mandatory national service fit in? When applied in a fair and just way, as one sees in countries like the UAE and Finland, then it has the ability to heal those divides and promote national consciousness through the development of its youth in a positive and proactive manner.

It has the potential to promote a social consciousness on both a community and national level by having citizens, from different socioeconomic or cultural backgrounds, share a common and unifying experience. They develop a new sense of understanding for the sacrifices that servicemen and women have made to preserve their own liberties and the security of the country. It also means that there is an active reserve of trained people in the case of national emergencies or threats. For instance, in the case of a natural disaster, reserves may be called into action to aid the people of the affected area. Skilled pilots and firefighters may be called into duty to help fight

a wildfire engulfing cities and land. People who have participated will seek knowledge and develop an awareness of internal and national security issues and be more willing to take part actively in their government whether at the local or federal level to have a voice in government decisions.

Beyond that, there is the promotion of equality in the idea that no one is above the law when it comes to conscription. All citizens, celebrities, the rich, the poor, businessmen, royalty and the common people could potentially go through training and serve their country side by side. Think of the United Kingdom where Prince Harry served time in Afghanistan along with other British troops. Or look toward the UAE, where His Highness Sheikh Zayed bin Hamdan Al Nahyan served alongside his countrymen in Yemen. They present to the average citizen that they are not asking from them what they are not willing to do.

Finally, participants often come out of conscription with a new more positive outlook on life, and appreciation not only for their country but for their immediate family and friends. They learn over the course of national service, whether it is three months or one year, responsibility, stress management, diversity and tolerance, innovation, cooperation and global awareness. Additionally, they pick up healthy living habits and self-defence skills.



National service instills loyalty and belonging in the country's youth and cultivates a spirit of order, discipline and sacrifice.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)



National Service in the UAE is a way to give back to society.

National Service in the UAE

In a landmark 2014 decision (Federal Law No. 6 for 2014), the leadership of the UAE put into force mandatory national service for men and voluntary national service for women. Those who scored above 90% may forgo conscription until after college or university, though many chose to do so straight after high school. For those who graduate from high school, national service is for one year and four months. Those who do not finish high school must serve for two years. This is an encouragement to not only stay in school but a motivation to obtain academic excellence.



The national and reserveservice law will provideour armed forces withtalented, nationalcadres and contributeto strenathening anddeepening the youth'sbelonging to theirnation. It will sharpentheir abilities, skills andexpertise through militarylife, developing men ofhonour capable of facingchallenges and exertingeffort and dedication.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

National service does not automatically mean military service, though most will take part in the armed forces. National service is carried out with the UAE Armed Forces, Ministry of Interior, Ministry

of Defence, State Security Service, etc. It is compulsory for all male citizens between the ages of 18 to 30 to participate in national service with exceptions given in only specific circumstances such as those related to health, being the sole provider for one's family, etc.
Those who fail to meet the criteria for participation can take part in an alternative civilian service doing administrative, civil or other work as per their abilities for the same duration. National service is not out of a pending threat to national security but more in alignment with the preservation of cultural values, a national identity, and the promotion of connectedness, proactivity, tolerance and understanding in a rapidly changing world.

CASE STUDY

Hamad and Hamda's story

Hamad and Hamda are twins and have always looked for waysto give back to society. They participated in charity events andawareness campaigns like recycling and the wearing of seatbelts. When they heard about the UAE's National Ser vice programmethey were both excited for their chance to serve and waited forgraduation. They decided to do their national service straight out ofhigh school. They felt that the skills that they would learn would aidthem as they pursued higher education. Hamad and Hamda bothentered national ser vice around the same time. They both attendedlectures and workshops and learned a lot about themselves in theprocess. They were forced out of their comfort zones. They learnedthat it is sometimes easier to complete a task whilst working as a fluidteam, the impor tance of teamwork and cooperation, and learned toappreciate the uniqueness of each of their fellow recruits. By the endof their national service, both Hamad and Hamda had created a blogto document their experience and what they took from service. Eventhough they already had strong core values regarding responsibilityand collaboration and they had a strong sense of national identity,they both came away with a deeper appreciation for their countr y andwere more proactive in their approach to life. In addition they sought ahealthier lifestyle and, above all, want to look beyond their perceptionsabout others and be more understanding and tolerant.

Activity 7: Action Task

Consider how national service could help you become a responsible adult. Remember the thinking task from Alternative Civilian Service. Use what you thought about and any notes you may have made before you write down the benefits and opportunities that you believe you would gain from participating in national service.

Overall Benefits of National Service

The overall benefits of national service, regardless of what type it is, are vast. It helps in strengthening a community or nation's workforce by cultivating a socially conscious, proactive, motivated, innovative and open-minded younger generation. Individuals who participate in national service establish and enhance sought-after skills such as problem solving, cooperation, communication and leadership whilst at the same time giving back to their community or nation.

These learnt skills translate into the world after national service including the realm of employment. Employers actively search for candidates with skills that can translate into good if not great employees, which means that those who have spent time in national service have a higher chance of not only being employed but of

receiving higher salaries than those who did not serve. Those who serve are also more likely to work in a position or field of study that benefits the community such as a teachers, doctors, nurses, firefighters, military personnel, police etc. National service can also bridge socioeconomic and gender divides by creating a sense of a common purpose or goal rooted in active participation within the community, which can have a positive impact on the community's youth by helping them feel more connected and socially included, and ultimately giving them a sense of belonging to something bigger than just themselves.

Activity 8: Self-Assessment Task

In this lesson, we have looked at the meaning of national service and how it can benefit not only the individual who participates, but the society at large. We also looked at three main types of national service. Using the information in this lesson, try answering the questions below.

1. What is Alternative Civilian Service?
2. Name two countries, other than the UAE, which have mandatory national service/conscription?
3. What is a high school dropout and what impact does that type of person ultimately have on society?
4. What are three benefits that national service can bring to a community or nation?
5. What are two knowledge skills that national service can offer those who serve?
6. As well as knowledge skills, what are two opportunities that national service can offer those who serve?
7. What are the three main types of national services discussed in this lesson?

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Unit 8: Being an Active Citizen

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Overview

In this unit we will explore what it means to be an active citizen from the perspective of undertaking volunteer action. We will explore the value of volunteering in the communities we inhabit and identify contexts and types of volunteering that we can undertake. There will be an emphasis on skills such as conducting research to identify a need, planning a volunteering contribution and evaluating the success of a volunteer project.

ACTIVE CITIZENS



- **What can people do to help their community?**
- **What can you do to help people in other countries?**
- **Why do people volunteer to help other people, animals, or the environment?**
- **How can you identify a need for volunteering in your community?**
- **How can you measure the success of a volunteering project?**
- **What questions could you ask to evaluate a volunteering project?**

Lesson 1: Active Citizenship and Volunteer Action

- **What characteristics do you think a volunteer has?**
- **Have you ever volunteered to help in the community? If so, describe what you did.**



Key Vocabulary

active citizenship	**servant leadership**
volunteering	**role model**
altruism	**campaign**

Introduction



The optimal way tobuilding a society startswith fostering educatedcitizens, becauseknowledge leads toachieving requiredstandards. It is the dutyof every citizen to workon developing theirabilities and knowledgeto participate in buildingthe nation, towards abetter life for all.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Have you ever thought about how many people there are in the world who have needs that they are not able to meet on their own? Have you noticed that there are things that could be done to improve your local environment, that do not require complex resources? Are you aware of how much potential you have to contribute in meaningful ways to making the lives and experiences of other people more positive? In this lesson, we are going to define 'active citizenship' and 'volunteer action', explore the attributes of volunteers from a moral and social perspective and think about how our country, the UAE, places an emphasis on volunteering.

What is Volunteering?

To understand volunteering, we first need to define what is meant by '**active citizenship**'. 'Active' implies doing work or activity of some sort – it comes from the word action. Citizenship refers to the state of being a citizen – members of a community in a country or place. Citizenship confers certain rights and responsibilities on people who are citizens and requires them to know the legal and civic parameters of their community or country.

Active citizenship is a way for people to exercise personal responsibility by contributing an individual effort to making their communities and societies better in a variety of ways. It implies a state in which people in a community care about one another, desire the best circumstances for one another, and acknowledge and act on the ways in which they

can contribute individually and collectively to enhancing the quality of life and development of the community. Active citizenship also involves participating in governance and decision-making structures where planning is done for community improvement. A community may be a local geographic area in which people live. It may also be a group of people who share the same faith or other interests. There is a connection among the members, and they may share resources and facilities.

Volunteering is when someone undertakes action for the benefit of other people, or a cause, without expectation of personal gain. It is usually motivated by a moral principle of **altruism**, or wanting to help those in need, or using personal talents and resources to do something good and beneficial in the world.

Activity 1: Thinking Task

Why do you think the principle of volunteering requires a person (volunteer) to be selfless?

Universal Concepts and Values Associated with Volunteering

Volunteering is not meant to be a pursuit that people are forced into doing. Most acts of volunteering emerge from an individual's outlook about life, and their understanding that they are connected to the world around them, and if something is lacking or problematic in that world, they may be able to make a difference in changing it. There are universal values and concepts that are associated with volunteering, which inform the decisions that people make to become volunteers.

Philanthropy A desire to help or promote the welfare of others, usually expressed through a generous act.	**Goodwill** An attitude of wanting to be kind, helpful and friendly to others.
Benevolence The quality of kindness and being well-meaning in attitudes and actions towards others.	**Generosity** Kindness in giving to others more than what may ordinarily be expected.
Charitable Inclined to donate money and other resources to those who need them.	**Humanitarianism** Concerned with promoting the welfare of people.
Compassion Having sympathy or pity for someone who is in a challenging situation.	**Social conscience** Being concerned about vulnerable people and human welfare in society.

Values Associated with Volunteering

Attributes and Qualities of Volunteers

Volunteering requires a basic attitude of caring and wanting to contribute. Successful volunteers share many attributes that enable them to undertake different kinds of service work.

- **Leadership skills:** A volunteer needs to develop the skills to inspire others to a common vision for achievement, and then be able to direct resources and efforts towards the goal.
- **Communication skills:** Identifying a need for volunteering requires excellent listening skills, and the ability to communicate clearly, in a variety of ways.
- **Collaborative:** Volunteering often requires working with others to achieve an outcome. The volunteer must be able to work well in a team, engaging with others and finding ways to combine the strengths of all team members to achieve the goal.
- **Respect:** People will not always agree with one another; the world is diverse, with many different perspectives. A volunteer needs to have a fundamental respect for other people and their circumstances.
- **Commitment:** Volunteering can be difficult at times. A good volunteer remains committed to the cause even when aspects of the work may become challenging.
- **Reliability:** This is closely connected to commitment. A volunteer needs to have a strong sense of integrity about fulfilling actions and tasks that they have agreed to do. Punctuality and thorough completion of work are part of this.
- **Creativity:** Some problems need solutions that may not seem obvious at first. The volunteer may need to think creatively to use limited resources to achieve a goal, for example, or find new ways of doing things to ensure success.
- **Organisational skills:** Most volunteer activities and programmes require careful planning and coordinating of resources and actions.

The volunteer needs to be organised in managing activities and resources. One of the most common challenges of volunteering is the time commitment required to do the work effectively – time spent volunteering may 'compete' with recreation time or time for studying. Being organised and systematic in planning and carrying out tasks helps the volunteer to manage things successfully.

- **Flexibility:** Things can and do go wrong in projects, especially when a new idea has been initiated, or when resources become scarce, or circumstances change. The volunteer needs to have a flexible attitude, so that they can adapt to changes or new circumstances.
- **Selflessness:** The volunteer needs to do their volunteer work in the spirit of goodwill towards others, sometimes putting aside their own needs, fatigue or other agendas in order to carry out the work that they have set out to do.



Successful volunteers have individual attributes that enable them to engage meaningfully in the causes they choose to involve themselves in.

Activity 2: Writing Task

Work with a partner. Find a news article about a person in the UAE who has been recognised for their volunteering or charity work. Find out what they did, and how they achieved it. Then write a 150-word email to them in which you commend them for the inspirational values, attributes and qualities that they have demonstrated in their work.

The Link Between Servant Leadership and Volunteering

The UAE, and its success as a nation, has been built on the **servant leadership** of its founding leader, Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul), who united the seven Emirates into one unified, peaceful, inclusive federation. Servant leadership relates to leading by helping other people – it is about being a **role model** for service and contribution. This is a key value for a volunteering initiative. Most volunteers would be regarded as leaders in some capacity, especially if they have initiated an action or **campaign** to make a positive difference in the world. Volunteering is an opportunity to serve, and to inspire others to do the same. As a person practises serving others through volunteering initiatives, they develop personal skills that can increasingly be invested in other initiatives. This means that, although the motivation for volunteering is generally a selfless desire to help others, the servant leader and volunteer also benefit from the contributions they make.



Servant leadership is about leading through serving. A servant leader may volunteer ideas, resources, time and personal skills to serving others, and may inspire others to adopt the same principles – this is a key ingredient of personal leadership.

CASE STUDY

Sheikh Zayed bin Sultan Al Nahyan – A Role Model for Humanitarianism, Philanthropy and Servant Leadership

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) is a beloved role model of servant leadership for all UAE citizens to aspire to. He is remembered and revered globally for his humanitarianism, philanthropic undertakings and unwavering commitment to improving the lives of his people as well as suffering or distressed people in the rest of the world.

His example, which has been pursued enthusiastically by people of the UAE after his death, has led to the federation being recognised as one of the most charitable countries in the world.

Besides establishing the Abu Dhabi Fund for Development in 1971, which aims to provide aid and relieve suffering, Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) made many decisions and initiated many programmes during his life of service that reflected his philanthropic principles.

He established several donor organisations, including the UAE Red Crescent Authority (now called the Emirates Red Crescent), and the Zayed Bin Sultan Al Nahyan Charitable and Humanitarian Foundation.

After his death, Zayed Humanitarian Day was established to take place on the 19th day of Ramadan each year, in commemoration of his visionary leadership and philanthropy.



We believe that the benefit of the fortune granted to us by God should spread to cover our brothers and friends.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)



Activity 3: Research Task

Choose any one of the initiatives that was created by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) and research how it has helped needy people outside the UAE.

Activity 4: Checkpoint

List four global values for volunteer action. Describe how Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) demonstrated these four values.

1. _____

2. _____

3. _____

4. _____

Volunteer Action in the UAE

The example set by the founding father of the UAE has led to many other initiatives that involve volunteering and philanthropic activity.

CASE STUDY

The Year of Giving

His Highness Sheikh Khalifa bin Zayed Al Nahyan (May Allah protect him) declared 2017 as The Year of Giving for the UAE. There were three pillars to the initiative: volunteering, serving the nation and corporate social responsibility (CSR). This meant that all sectors of society were encouraged to become more involved in altruistic pursuits to improve the lives of all UAE citizens. I t was inspired by the UAE's national values of generosity and hospitality. The initiative has led to the development of more formalised policies and frameworks to consolidate the value of volunteering in the UAE – an emphasis on involving as many people as possible in donating their time, skills and personal and corporate resources to enhancing the quality of life.

UAE Volunteer Platform

The UAE Volunteer Platform, supported by the Ministry of Community Development and the Emirates Foundation, creates a nationwide platform to connect aspiring volunteers with projects and organisations that require volunteer services. It aims to grow the volunteer community and provide the necessary support for volunteers and organisations to undertake community-building work. The platform enables volunteers to register with the Forum, and to browse opportunities that they may wish to get involved in.

Activity 5: Discussion Point

Discuss the purpose of the UAE Volunteer Platform.

Global Perspectives on Volunteering

In recent decades volunteering has grown in visibility and significance all around the world. Many world leaders and organisations have come to realise that individuals want to, can, and do, contribute to development initiatives. This has largely been facilitated by the Internet and access to information, including access to media that reports on problems faced by the world. In many ways, the world's population now feels more 'connected' to issues of concern, because people have access to tools such as social media to share commentary and upload images and opinions. Debates about ways in which to address problems have become mainstream – people have the freedom to inquire into issues and participate in solving them, including volunteering personal time and resources to do so.

The State of the World's Volunteerism Report 2018, published by UN Volunteers indicated that, globally, more than one billion people volunteer. That represents roughly one-seventh of the world's population!

International Year of Volunteers

The United Nations General Assembly declared 2001 as being the International Year of Volunteers. There were several aims:

- to promote volunteering
- to recognise and publicise the achievements of millions of volunteers globally
- to increase networking opportunities for volunteering
- to inspire and encourage more people to undertake volunteering.



Many volunteers are motivated by the idea of being able to make a positive difference in the world around them through their service and contribution.

UN Volunteers

The United Nations recognises the significant role that volunteers play in world and community development. UN Volunteers is a division of the United Nations that aims to promote volunteering, and also mobilise volunteers to work collectively towards reaching global development goals.

It provides willing volunteers with resources and guidance on how to go about volunteering, as well as publicising actual development projects that require volunteers, so that individuals can apply to contribute their skills and time.

Activity 6: Research Task

Visit the UN Volunteers website. Find out more about the types of projects that volunteers can get involved in.

World Humanitarian Day

World Humanitarian Day is celebrated on the 19th August each year. It is a United Nations initiative that aims to recognise the millions of civilians around the world whose lives have been affected by conflict, as well as pay tribute to aid workers and volunteers who encounter violence and conflict when they participate in aid and relief efforts. This initiative acknowledges the fact that many people who assist others do so in extremely dangerous circumstances. Their humanitarian assistance efforts may lead to personal injury or even death. Aid workers are not all volunteers, but their choice of providing assistance to those in need while putting their own lives at risk is testimony to their humanitarian values.



Activity 7: Self-Assessment Task

In this lesson, we have defined 'active citizenship' and 'volunteer action', explored the attributes of volunteers from a moral and social perspective and thought about how our country, the UAE, places an emphasis on volunteering. Now answer the following questions:

1. Define 'volunteering', using your own words.
2. Describe one initiative in the UAE that supports volunteering work.
3. Explain the importance of up to six attributes that a volunteer needs to have.

1. _____

2. _____

3. _____

Lesson 2: Different Types of Volunteer Action

- **If there is a natural disaster in another country, what can you do to help?**
- **What skills does a volunteer need?**



Key Vocabulary

charity	**food bank**
donation	**fundraising**
sponsorship	

Introduction

In this lesson, we are going to look at types of volunteer action that you can get involved in. There are many ways to make a contribution to your local community and the world through volunteering. Some require little time and effort; others require you to apply a range of skills, knowledge and time to achieve the outcome.



Volunteering can take many forms.

What are 'Donations' in a Volunteer Capacity?

Volunteering is linked to the concept of **charity** – providing help to the needy. The act of charity involves a decision to extend help and support to others. Such a decision is made without coercion and without the decision maker expecting any return or reward except for the personal satisfaction of helping others. Making a **donation** to help someone in need is the most basic form of volunteer action; the volunteer chooses to help a needy person or people and voluntarily gives something that will relieve the need. In some cases, it may be a single act of giving, and in other cases it may be a longer-term or ongoing action.

Donating Money

Money is the most common type of resource that is used to relieve suffering or to improve a difficult situation. For example, single donations of money made to a disaster relief fund appeal, for a country that has experienced a natural disaster such as an earthquake or hurricane. These donations may be critical and used to buy bottled water, food, clothing and medicines that affected people desperately in need as a result of the disaster.

Sponsorship is a financial donation that occurs once (for a special or one-off charity event), or over a regular period of time (for an ongoing programme). In some cases there may be a condition attached to the sponsorship programme, for example, regular reporting made to the sponsor or including the sponsor's name in the programme as acknowledgement of their contribution. In the case of an individual sponsoring a programme or person in need, the action may be anonymous, but if it is a business entity providing the sponsorship, then there may be an expectation of public acknowledgement of the contribution. The latter type of sponsorship is related to corporate social responsibility rather than individual philanthropic volunteering.

CASE STUDY

World Vision

World Vision is a global organisation that aims to assist the world's most vulnerable children. It supports children who suffer from the effects of pover ty, conflict and natural disasters. The organisation focuses on health and education in its support programmes. It is a faith-based organisation, but invites support from all people who want to assist children in the communities in which it operates. One of the strategies used by World Vision is to get people to sign up to sponsor a specific child. The sponsor makes a monthly financial contribution of a set amount to pay for the care and support that World Vision provides to the child. Sponsors receive regular letters from and updates about the children they sponsor.

World Vision also invites volunteers to donate time and skills (for example, knitting warm clothing for children in need and volunteering at events) to raise money for their programmes.



World Vision sponsors help for children who live in extremely poor conditions where they often do not have enough food to eat for adequate nutrition.

Donating Food, Clothing and Emergency Supplies

Another type of donation that volunteers may make to a needy cause is food, clothing and other basic supplies. A charity organisation or group that is providing support to communities or people who are in need may call for donations. This type of volunteer action is common when there has been an extreme event, such as a natural disaster, that has led to people becoming homeless and without access to basic resources – there is an immediate and urgent need to be addressed. Volunteers may heed the request and donate what they have available in their own homes that may be suitable for other people to use, or they may purchase resources and donate them. Community volunteers may also donate or collect donated goods on behalf of other donors to give to a local family or group of people who are in need. In some cases, an organisation may run a permanent or ongoing initiative to support people who are in need. An example of this type of initiative is a food bank. This is a place where people who lack access to food (either temporarily or on a regular basis) can go to get nonperishable food items that they can take away and prepare for themselves. Volunteers get involved by donating the food. They also run the food banks and organise and distribute it to the needy.



Volunteers can donate items such as food to people in need.

CASE STUDY

The UAE Food Bank

The UAE Food Bank, the first food bank to be established in the UAE, is one of the charitable initiatives of Mohammed bin Rashid Al Maktoum Global Initiatives (MBRGI). It has two main aims – to provide food to people in need (inside and outside of the UAE), and to reduce food waste in the hospitality industry. These two aims are symbiotic. By reducing food waste the programme alleviates an environmental problem and eliminates waste. By distributing the food to the needy, it provides fundamental help to needy and hungry people.

The programme works by contracting partner organisations to collect surplus food donated by restaurants, hotels and other hospitality organisations. Volunteers are trained to package and store the food. It is then distributed to people in need. The programme encourages individual volunteer action as well as corporate responsibility and charity. This food bank is a little different to traditional food banks in the sense that it distributes prepared food that is perishable. This means that everything has to be organised very thoroughly to make sure that cooked food does not spoil before it reaches people who will consume it.



Food banks collect food donations and distribute the food to needy people. Donating food for food banks is a particular feature of the Holy month of Ramadan.

Activity 1: Research Task

Do some research in your Emirate or local area to find out about organisations that accept donations for a charitable cause.

Donating Blood

Blood transfusions are a common aspect of modern medicine. If a person needs surgery and loses some of their blood volume as a result of the surgical procedure, the blood must be replaced immediately for the person to survive the surgery. The same is true for accident victims who may have lost blood volume as a result of a severe injury. Volunteers who are in a good state of health and are disease-free, can support this process by donating a portion of their own blood – usually about 500ml. The human body can replenish some components of blood within 24 hours, and some within a few days and weeks. A volunteer blood donor can donate blood once every few months, in most cases, without experiencing any negative effects. Donations of blood can be stored in special laboratory facilities or 'blood banks' until they are needed.

World Blood Donor Day is celebrated on the 14th of June each year.

CASE STUDY

Blood Donation

Blood Donors is an online portal that has been set up to educate people about blood donation, and to enable people in the UAE who require a donation of blood to connect with suitable blood donors. There are several different 'blood groups', classified according to certain components and characteristics of the blood. In general, a blood recipient should receive a blood donation that is from a donor of the same blood group as their own. This means that blood from a donor who has 'B positive' type blood, for example, can be transfused into the body of a recipient who is also 'B positive'. The 'universal donor' who can donate safely to any other blood group type is 'O positive'. 'AB positive' can receive blood from any other group – it is a universal recipient. The Blood Donors portal educates people about blood donation, and makes it possible for individuals who know that they are going to undergo surgery and require a transfusion, to find a suitable donor match. Blood donor volunteers make a huge difference in the lives of other people – including saving lives.



Blood donation enables donors to provide life-saving help to people who need a transfusion.

Volunteering Time and Talent

We have seen that donating financial or other resources requires limited effort on the part of the volunteer. Other ways of volunteering require a greater time commitment and scope of effort. We can refer to these ways broadly as 'time and talent'. Talent refers to special knowledge, abilities or skills that the volunteer may have, which are valuable or useful in a specific context of need. Time refers to the commitment of number of hours per week or month that is required to carry out the volunteer activity.

Volunteering to Share Knowledge and Expertise

Knowledge refers to what a person knows or a field or subject in which they are specialised that may be useful in meeting a need. For example, each of your teachers at school is qualified and specialised in teaching a specific subject – they use this specialisation to help you to achieve your potential in the subject. They know how to help you understand the concepts and content involved. A subject matter specialist could volunteer in a capacity that requires them to apply their knowledge or to share it with someone else. If you are skilled at using mobile phone applications, for example, you could volunteer your knowledge to help older members of the community who may not be as confident as you are with using new technology to access and use applications on their phones. If you are good at algebra, you could volunteer to tutor younger students who need help with maths.

Activity 2: Discussion Point

Discuss the benefits for volunteers, as well as recipients of volunteer action, in situations where they spend time together achieving a goal.

CASE STUDY

Code Club International

Code Club International is one example of an online volunteer platform that aims to provide coding training to children aged 9 to 13, for free. It relies on volunteers who commit to working one or more hours per week with a group of children who want to learn how to code. This is organised through code clubs set up in schools, community centres and other places. The organisation assists people who want to establish code clubs in their schools or communities, and helps them to set it up. Volunteers can connect with specific code clubs through the online portal if they want to get involved in the clubs.

Code Club provides projects that guide young students through learning how to use Scratch, HTML, CSS and Python to build websites and make games and animations. Volunteers do not have to be computing experts, because the projects are set up in a way that the learning is structured and guided online, but if volunteers are experts in coding themselves, they would be able to provide a valuable contribution to the learning experience of the students. A volunteer who has a general interest in helping children could also become a Code Club volunteer. The organisation also invites volunteers to translate its projects into different languages so that a greater number of students around the world can benefit from it.

Helping children to learn how to code and build websites is one form of knowledgebased volunteering.



Volunteering Skills

Skills refer to things that you can do. In many cases, knowledge is combined with a skill set in a volunteering capacity. For example, if you know a lot about the game of tennis, and you can also play tennis very well, you could use your knowledge, skills and experience to teach someone else how to play tennis, or to coach a novice tennis player. If you have experience in cooking, you can use your knowledge and experience to teach someone else how to cook.

If you are skilled at fixing the hardware components of a computer, you can volunteer your time fixing home computers for people who do not have the means or skill to do it for themselves. If you enjoy the outdoors and conserving natural spaces, you could volunteer to clean up litter or remove invasive weeds in a vegetated area. In fact, volunteering is one way in which people all over the world develop and consolidate their skills – they match themselves to volunteering opportunities that enable them to help others while deepening their own knowledge or skill in that activity.



Cleaning up litter and beautifying a natural area is an example of volunteer work that involves time and skill.

☑ Activity 3: Checkpoint

Think of three types of donations that individuals can make in a volunteer capacity.

1. _____

_____

2. _____

_____

3. _____

_____

How Does Volunteering Involve Fundraising?

Fundraising is when financial resources are sought or gathered for a charitable cause. It is a popular and well-supported type of volunteer activity. Fundraising is usually organised on behalf of an existing organisation that supports a needy cause. For example, around the world there are research foundations that attempt to find cures for diseases such as malaria and cancer. From time to time they may need funds to continue the research. Volunteers can get involved in different activities to raise funds for the cause. They can apply their skills, or their time, or both, to get involved.

Fundraising Events

Fundraising events are a fun and popular type of fundraising activity. They may be very large, or on a relatively small scale. The event may be organised by a group of volunteers led by a leader or organisation representative who makes sure that everything runs according to plan. One example of a fundraising event is a sports or active event, where people who want to participate in the event pay an entry fee

to do so. The organisers arrange for corporate donors to sponsor prizes for winners. The organisers donate the money from the entry fees to the charitable cause. They may also sell refreshments and food at the event, with a portion of the surplus also being donated to the fundraising cause.

Another type of event is where volunteers participate in an endurance activity such as a cycle race, marathon or other activity. They invite individual or corporate sponsors to sponsor them a certain amount of money for each part of the distance they complete. Sponsors pay the amount they owe at the end of the event and this is given to the cause that they are supporting. Live music events and concerts have also become popular, globally, as fundraising events.

Actions to Show Solidarity with Those in Need

This type of volunteer activity involves the volunteer participating in an activity that is similar to the experiences of people they are trying to help. For example, if a group of volunteers wants to show solidarity with people who are homeless, they may decide to sleep outside on a very cold winter's night, to express solidarity with those who experience this discomfort all the time. They may request people to sponsor them to do it, and the funds are donated to a cause that supports homeless people.

CASE STUDY

Dubai Cares

Dubai Cares is a charitable organisation in the UAE that runs programmes for educational upliftment in different parts of the world, especially improving access to primary education for underprivileged children. It invites corporate and individual sponsorship to fund the programmes, but also engages volunteers to get involved with fundraising and actually participating in activities to help the causes it supports. Initiatives include the annual Walk for Education, Ramadan Campaign, Volunteer Globally and Volunteer Emirates.

Walk for Education involves participant volunteers paying an entry fee to walk a distance in solidarity with millions of children in less developed countries who have to walk long distances to attend school. Families and other groups may choose to do the walk together. The entry fees are donated to educational development programmes supported by Dubai Cares in developing countries.

Another way that volunteers can get involved is to go on volunteer missions to other countries to assist in schools for a period of time, for example, one week. This may involve upgrading or building school buildings, or installing sanitation facilities. In 2010 Haiti was devastated by an earthquake and about one million Haitians were displaced.

Five thousand schools were badly damaged and some of these had not had adequate sanitation facilities and safe drinking water for children prior to the earthquake. After the ear thquake, cholera broke out and killed many people, including children. Dubai Cares provided support to UNICEF to install latrine facilities, soap and handwashing stations in schools, and chlorine tablets to purify water to make it safe for drinking. This was achieved through a programme called WASH. It made a significant contribution to improving the health of children in schools.

The earthquake that struck Haiti in 2010 was a devastating natural disaster. Volunteer and charitable organisations such as Dubai Cares have assisted in improving living conditions for people affected by the disaster.



Activity 4: Action Task

Make a list of 'solidarity' activities that students at your school could organise, to raise funds for a specific group of needy people that you know about.

Charity Auctions

An auction is a public sale of items of value in which an item is sold to the highest bidder. Auctions are a popular fundraising activity. Volunteers may include well-known artists who create works of art that can be auctioned for charity, or who donate something valuable they already own to be auctioned. The auction itself is usually run by volunteers who give their time and event management skills to run the event.

Activity 5: Thinking Task

Why do you think some volunteers may prefer to volunteer at fundraising events, rather than making donations to causes they support?

Campaigns

A campaign is a programme of coordinated events and actions that is meant to promote or support a cause. Volunteers can typically get involved in different ways volunteering their time, skills or experience. A campaign may involve a fundraising event, as well as hand-on volunteering to achieve a charitable goal.

Activity 6: Action Task

You are encouraged to undertake your own volunteering initiative. One way to identify what type of volunteering you could do is a personal knowledge and skills audit.
Use this template to begin to plot your own strengths that you could apply in a volunteering capacity. Examples have been provided for you.

Aspects of life	What I know (knowledge)	What I can do (skills)	How I could use this to benefit others
At school	I'm good at physics	I am a good track athlete	I could initiate an 'amazing race' event at my school, where students pay a small fee to participate and solve problems at each 'station' in the race. I could donate the proceeds to a local animal shelter.

Activity 7: Self-Assessment Task

In this lesson, we have looked at types of volunteer action that you can get involved in and the skills, knowledge and time needed. Now, try to answer the following questions:

1. Explain what 'time and talent' volunteering refers to.
2. Describe three examples of volunteering actions that involve time and talent.
3. What type of activity can a volunteer get involved in if they want to promote the rights of a vulnerable group of people?

1.

2.

3.

Lesson 3: Different Contexts for Volunteering

- **What volunteer activities could you do at your school?**
- **Would you volunteer to help people, animals, or the environment? Explain your decision.**



Key Vocabulary

globalisation	**raise funds**
poverty	**vulnerable**
interest groups	**compassion**

Introduction

We have already explored different types of volunteer action that you can get involved in. In this lesson, we will look at different contexts for volunteering. Most volunteers are guided in their choice of volunteering opportunities by a specific interest they may have, or a cause that appeals to them in some way. We will consider different types of communities in which we may wish to volunteer, as well as exploring a range of interest groups or targets for volunteer work. This will provide you with a framework for identifying the contexts in which you may like to volunteer.

What are Different Levels of Community for Volunteering?

People live in communities. In ancient times, these communities were generally very localised and limited to geographic areas in which people could share resources for survival and fulfil their needs for social contact and support. As the world has become more populated, and people have become more mobile through transport and communication networks, the idea of 'community' has also evolved. For example, there are many expatriate people living in the UAE.

Expatriates are people who have official citizenship in one country, but who live in a different country for reasons of employment or a different type of lifestyle. Expatriate people may identity with a specific community in their home country – they may have regular online or telephone communication with friends from their original neighbourhood, or social groups in which they participate. But they may also be part of an expatriate community in the country in which they have chosen to live. The expatriate community may be composed of people from many other countries, speaking different

languages. Their sense of 'community', and the composition of their community may be much broader than a localised geographic area. Another way to think about community is at a national level. For example, in the UAE there is an emphasis on national values of tolerance and compassion. All people living in the UAE are expected to respect and behave according to these values. This value set is a way of uniting people to a common way of thinking which makes them a community. Citizens of different emirates may unite to achieve a common goal that is of concern to all of them.

Globalisation has also brought about a broader sense of community. People all over the world have the capacity, through technology, to communicate with one another, and to explore issues of shared interest and concern. Social media is one example of this. You can follow, join and participate in forums about issues that interest you. These forums may be seen as a type of community, with participants representing diverse backgrounds. You may wish to contribute to the community in some way by applying your knowledge and experience. In the world that you occupy, there are many different levels and types of community to which you have the choice to belong, and to contribute as a volunteer.

Activity 1: Discussion Point

Discuss the different levels of community that each member of your class identifies with.

Volunteering In the School Community

As a student, your school community is one that likely absorbs a lot of your time and attention, because you are immersed in it for large parts of the year. If you consider the context of school, there are probably many needs you can identify that you could help to fulfil in a voluntary capacity, to help your fellow students, teachers and the school environment. Examples of volunteering activities in school could include:

- Tutoring younger students who are struggling in certain subjects.
- Organising and participating in a clean-up of the school grounds.
- Assisting teachers with setting up resources and activities, for example, science experiments or sports activities.
- Coaching school sports teams.
- Writing articles for the school magazine.
- Editing the school magazine.
- Organising fundraising activities for causes that the school supports.
- Helping new students to settle into the school by familiarising them with facilities and helping them to understand how the school runs.
- Participating in peer mentor programmes where you mentor younger students in life skills and leadership.
- Running a homework helping club after school hours.



Helping younger students with homework and learning tasks can be a rewarding volunteering experience.

Activity 2: Discussion Point

Discuss ways you could volunteer to help others at your school.

Volunteering In the Local Community

There may be many opportunities for volunteer action in your local community. Not all volunteer work needs to be connected to an existing organisation or established structure. Volunteers can make a contribution to those in need in informal ways.

CASE STUDY

Salma lives in Sharjah. She is 16 years old and loves reading. In Salma's neighbourhood there are several elderly and frail people who live with their families, but spend a lot of time alone at home each day because their family members are busy with many commitments outside the home. Salma is a frequent visitor to the Sharjah Public Library.

She reads texts in Arabic and English and is teaching herself to speak and read French. While visiting her aunt one day, on her way home from the library, Salma begins to talk to her uncle's elderly mother, Fatima, who also lives in the house. She has diabetes and although it is under control, she finds it very tiring to leave the house. She looks at the books Salma has in her bag and comments that she wishes she could have easier access to books herself.

Fatima likes to read Arabic texts. Salma tells her that the Sharjah Public Library has launched a digital library collection – this means that books can be borrowed in digital format and read on mobile devices. Fatima laughs and comments that she would not know how to use a mobile device, although there are laptops and mobile tablets in the house.

Salma's aunt comments that it would not take much effort to learn how to use a mobile device to use for reading, but she does not really have time to teach her. Salma wants to help and says it is fortunate that she is a 'digital native'. She volunteers to visit the house for one hour each week, on a Thursday afternoon, which coincides with the day she usually visits the library, and teaches Fatima how to use a mobile e-reading application, and how to borrow e-books from the library. She also volunteers to borrow print books on behalf of Fatima and bring these to her.

The following week Salma returns to the house on Thursday, as planned. She is surprised to find that her 'student' has invited two of her own friends from nearby who also want to learn how to use a mobile device and borrow e-books from the library. Salma is delighted that she can help more people by using her skills, and decides to promote her volunteer service to the rest of the community. By the end of the first month of her volunteering activity, she has six elderly people attending her 'digital e-reading' classes. Salma takes it a step further by writing up her 'training workshop' notes into a structured workshop.



She holds 'graduation ceremonies' to celebrate when her students are able to borrow the e-books independently, as well as using other mobile applications, and begins to offer her programme as a four-week course. A local businessman hears about Salma's initiative and offers to sponsor advertising material and a venue for her e-reading courses.

Activity 3: Research Task

Speak to three members of your local community. Question them to find out what needs they have observed or experienced in the local community, and how they think volunteers could get involved to help.

Person 1

Person 2

Person 3

Volunteering in the National or Regional Community

Each country or region, as a type of community, has unique challenges and contexts for volunteering. In the UAE, the 2017 Year of Giving was a catalyst for encouraging residents from all sectors of society to get involved and give of their time and talents to help others. Some national volunteering opportunities are related to major events of national significance.

CASE STUDY

Volunteering and the Special Olympics

At the time of publishing this book, Abu Dhabi was preparing to host the 2019 Special Olympics World Games. The Special Olympics is the largest sports event in the world for people with intellectual disabilities. The official volunteering portal of the UAE, volunteers.ae, called for volunteers from across the emirates to get involved in the Games, which would involve around 7000 athletes from 170 countries.

Volunteers were required to cover the following skill sets:

1. Communications
2. Delegation Services (including translation volunteers)
3. Events
4. Guest Services
5. Medical
6. Operations
7. Sport
8. Technology
9. Host Town

In terms of volunteer profiles, both genders were invited to apply, and there was no minimum age limit for volunteering. It was also open to any nationality living within the UAE.

Activity 4: Action Task

Work in a group of four.

1. Brainstorm what each category of volunteer at the World Games entails (skills).
2. Make a list of the skills each member of your group has.
3. Try to match the skills in your group to those required in the World Games.
4. Write a short group curriculum vitae or profile to convince the volunteer organising committee that your group should be considered as volunteers at the event.

1. _____

2. _____

3. _____

4. _____

Volunteering in the Global Community

There is an increasing number of ways to contribute to the global community through volunteering. Common global goals such as peace and **poverty** eradication are the focus of outreach and development projects that can be performed by volunteers.

Volunteering Online

Geographic location poses no limit to involvement in volunteer projects. Many volunteers use their skills and experience to volunteer online, connecting to communities and projects that need assistance in places that may be far removed from where they live. Global volunteering opens up channels for cross-cultural learning and global citizenship.

CASE STUDY

United Nations Volunteers

UN Volunteers, a division of the United Nations, hosts a programme for online volunteering, called UNV Online Volunteering. Volunteers who want to get involved can sign up online and get involved in many different opportunities globally, according to the types of projects they are interested in, and the amount of time they are able to dedicate to the project. They can join teams and groups working towards achieving development goals.



Some of the categories of online volunteering include translation, writing and editing, art and design, project management, research, outreach and advocacy, leadership, teaching, technology development, event organisation, community organisation, administration and volunteer management.

Volunteers can use the experience they have gained in local volunteering to apply for global volunteering causes.

Online volunteering can be done from any mobile device, connecting to a vast array of needs and causes around the world.

Activity 5: Research Task

Do some research to find out what opportunities are currently available to get involved in UNV Online Volunteering.

Activity 6: Writing Task

Define three types of contexts for community volunteering and give an example of each.

1.

2.

3.

What are Different Target Groups for Volunteer Involvement?

We have looked at 'community' as one organising principle for choosing what kind of volunteering to get involved in. Another way to think about volunteering opportunities is to take this idea a step further and identify specific interest groups for which we may like to volunteer. An **interest group**, as the title suggests, is a group of people who share a common interest or concern. They may be from the same geographic community, or from different communities. One example is concern for refugees. There are more than 65 million displaced people and refugees in the world today. Volunteers from all over the world who are concerned about refugees find ways to contribute to assisting them. Volunteer work may involve **raising funds** to provide aid to refugees, getting involved in centres that collect and distribute resources to refugees, and planning advocacy campaigns to raise awareness about the plight of refugees. In some countries where refugees are resettled, volunteers get involved in teaching refugees families the local language and helping them to learn about the local customs and norms. We can also think about volunteering in terms of whether we prefer to work with people, animals or the environment (or all three).

Volunteering to Help Children and Other Vulnerable People

Many people believe that helping **vulnerable** people is a moral and ethical thing to do. This is a basic response to knowing that a fellow human being is suffering. **Compassion** is a motivator that enables volunteers to consider how they can help those in need, or those who would benefit from some kind of assistance. Needs can vary: some people have physical or healthcare needs; others may have

emotional needs. Children are among the most vulnerable members of society because they cannot care for themselves without the help of adults. There are many ways of volunteering to help children, from fundraising to providing resources for homeless, displaced or hungry children, to getting involved in youth clubs where children can benefit from coaching and mentoring.

CASE STUDY

Super heroes of Creativity and Happiness

A programme involving volunteers was launched at the Al JalilaChildren's Speciality Hospital in Dubai in 2017. Volunteers enrol in the programme to be 'superheroes' of creativity and happiness as they work with children who receive treatment at the hospital.

The volunteers spend time with children in different departments of the hospital, colouring in pictures with them or making them feel comfortable while they wait to see a doctor. Some volunteers use their personal talents such as playing a musical instrument to entertain the children. Volunteers can also keep children company when they play on the PlayStation at the hospital's entertainment centre. The volunteers are even provided with a uniform that looks like a superhero costume – including a cape.

(Source: Adapted from http://gulfnews.com/news/uae/society/transformingvolunteers-into-superheroes-1.2178046)

Other vulnerable members of society include the elderly, who may need special support if they are lonely, physically frail or socially isolated. People with physical and mental disabilities may also be vulnerable and would benefit from volunteer support.



Homelessness is a problem in many countries around the world. Volunteers can provide support to homeless people, including advocating for shelter or temporary housing to be provided for them.

Vulnerability extends to groups of people who are marginalised in society on the basis of, for example, homelessness, gender, religion, employment status or language. The UAE upholds a national value of tolerance, but in other parts of the world there are many people in society who are marginalised.

"If our hopes of building a better and safer world are to become more than wishful thinking, we will need the engagement of volunteers more than ever."

Kofi Annan, Ghanaian Diplomat and former Secretary-General of the United Nations.



Activity 7: Thinking Task

Why do you think Kofi Annan placed such an emphasis on volunteering as a way of building a safer and better world?

Volunteering to Help Animals

Animals and people share a special relationship. Animals provide many services to people, as companion animals and working animals. They are also a source of food for meat eaters. In return for what they get from animals, many people believe they have a moral duty to care for and protect them.

Volunteering to Improve the Environment

There are many complex environmental challenges in the world. You may have identified some issues in your own environment, for example, litter and other forms of pollution. Volunteer activities could include cleaning up litter, planting trees and maintaining parks and gardens.



Tree planting is a popular volunteer activity. Trees mitigate global warming and assist in soil conservation.

Activity 8: Action Task

Study the following case study. Make a list of actions volunteers can get involved with to alleviate two problems: the suffering of desert animals eating discarded plastic. Consider the problem from as many perspectives as possible.

CASE STUDY

Protecting the Environment

Camping is a popular activity in the northern emirates, including Sharjah. Unfortunately some campers do not always take their rubbish home with them or dispose of it properly, especially plastic items. Desert animals such as camels, gazelles and goats eat plastic waste while foraging for food. They cannot digest it, and many animals die because when plastic is stuck in their digestive tracts they cannot digest suitable food, and die of malnutrition.

(Source: adapted from https://www.thenational.ae/uae/environment/warning-to-desert-campers-over-harm-caused-toanimals-by-litter-1.61974)

Activity 9: Self-Assessment Task

In this lesson, we have looked at different contexts for volunteering. Now, complete the following tasks:

1. Describe at least four types of volunteer activities that can be undertaken in the school or local environment.
2. Explain one way in which a person can get involved in global volunteering.
3. Write a paragraph to outline two reasons why volunteers may choose different target groups to volunteer for.

1.

2.

3.

Lesson 4: Addressing a Need Through Volunteering

- **Can you think of anything that your school community needs?**
- **What about the community where you live? Can you identify any needs?**



Key Vocabulary

undertake	**anecdotal**
initiative	**survey**
assumption	**respondents**
inquiry	**purpose statement**

Introduction

We have already explored different ways in which you can volunteer and contexts in which volunteering can make a positive difference to a situation. In this lesson, you are going to learn about a suggested process and some tools that you can use to identify a specific need in your community that can be addressed through volunteering. You are encouraged to **undertake** your own volunteering project and think about ways in which your efforts can have the greatest impact. You can consider working in a team or on your own.

First Step: What Are Contexts Of Interest In The Local Community?

There may be several different opportunities for volunteering in the local community. These could also be connected to areas of interest for the volunteer. Identifying an opportunity that combines interest and skills with a potential need is most likely to be a sustainable volunteering **initiative** that achieves outcomes.

CASE STUDY

Observing an Issue

Ghalib and his family live in Ajman. Their father invested in one of the new developments in the Al Zorah project, and the family lives there permanently now. Ghalib is passionate about nature and is glad his father relocated the family from Dubai to Ajman, as he enjoys living near the pristine mangroves which have been officially declared a Wetland of International Importance by the Ramsar Convention. His father can easily commute to his international business meetings from Dubai airport, which is a mere 25-minute drive away. On weekends Ghalib likes to go on long walks in the area. His parents bought him a kayak so that he can explore the mangroves and observe the flamingos and other abundant bird life of the waterways.

Ghalib has noticed that an increasing number of people are visiting Al Zorah for short vacations – even visiting friends who live permanently in Al Zorah – to get away from the busy city. The number of visitors is definitely growing, as the area is marketing itself as a premier adventure sports destination for the United Arab Emirates. Ghalib thinks this is very good for Ajman and the local economy. However, he also notices that when he goes out into the mangroves in his kayak, there is litter appearing around some of the trees. It seems that day kayakers and adventure sport enthusiasts are careless about disposing of food packaging and other items they use while engaging in recreational pursuits. Ghalib has found discarded plastic packets, water bottles, goggles, golf balls, empty sunscreen bottles and other items in the mangroves.

He becomes concerned about the increasing pollution of the mangroves, and wants to motivate or educate residents and visitors to the area about conservation and the importance of the wetland. He decides to do some research into the project and finds out that on 3 February 2016, Al Zorah, in collaboration with the Ajman Municipality and Planning Department, hosted more than 150 students to celebrate World Wetlands Day, and raise awareness about conservation of the mangroves and ocean front. The event showcased Al Zorah as a model for eco-consciousness in the UAE. Ghalib is very pleased about this, but he wonders if there is more that could be done to continue to maintain the high standards of conservation of the mangroves. He would like to plan a volunteer project to support conservation.

Ghalib is not sure where to begin, so he decides to ask one of his favourite teachers for advice. He schedules time to talk to the teacher before school starts one day, explains his concerns and asks for advice on how to proceed. The teacher is very pleased that Ghalib wants to do something for the environment. He suggests that he find a way to investigate the nature and extent of the issue. The teacher cautions him against starting a project without planning it carefully first. There are many things he needs to find out before he can proceed. He must examine his own assumptions about what he has observed. It may even be the case that the litter he found in the mangrove had drifted in from the sea through tidal activity, and did not appear there as a result of the actions of local adventurers using the mangroves for recreation. He suggests that once Ghalib has identified his assumptions and tested them, he should make a list of his own strengths and skills, and then narrow down what it is that he actually wants to do in a volunteer capacity. Ghalib thinks this is good advice and goes away to plan his next steps.

Mangrove swamps are home to many birds and provide a suitable environment for recreational activities such as kayaking.



Ramsar Convention:
an international treaty for the conservation and sustainable use of wetlands
assumption:
something that is accepted as being true without proof that it is

Observing Issues in the Local Community

Observation is a starting point for identifying potential needs for volunteer work in the community. If you are not sure where to begin, you could use some of the following contexts for ideas on what and who to observe.

- Sports and recreation clubs, for example youth football or tennis clubs.
- Social clubs, for example, music, debating.
- Historic and heritage facilities, museums or artefacts.
- Health promotion or health issues among different sectors of the population.
- Issues related to diversity in communities – for example, people who are new to an area not being able to speak the local language.
- Vulnerable people – those who may be lonely, marginalised, poor, ill, or lacking in family support.
- Academic and intellectual pursuits, for example, book clubs, discussion groups, language classes.
- Environmental issues – pollution, littering, adequate facilities, qualitative and sustainable management of social and natural environment.
- Animal shelters and rescue centres.
- Situations that pose risks to the mental health of individuals or groups.

‘The Friends of Cancer Patients charity is holding a fundraising event in our area. They have called for volunteers to help run it.’

‘I’ve heard some boys at my school making racist comments about one of the foreign families who have recently moved here.’

‘Children in my community don’t seem to enjoy reading.’

‘There is a historic fort in our town. But people don’t seem to visit it.’

‘At our local hospital there is a dialysis ward where people with kidney failure go several times a week to receive dialysis treatment. Perhaps patients get lonely or bored during the long hours they spend there.’

‘Our school campus is very big. New students at our school always seem to get lost finding their way to the cafeteria and the gymnasium.’

‘My local tennis club does not have enough players to form an additional under-17 team.’

Activity 1: Discussion Point

Discuss the range of contexts that you can identify in your community. Talk about some issues you may have observed or heard about that could indicate a need that volunteer action could address.

Examining Assumptions about an Observed Issue

Ghalib has observed what he perceives to be a problem in the local environment. The teacher cautioned him against acting on his initial assumptions about the problem. Ghalib believes the problem is that kayakers and other recreationalists are carelessly polluting the mangroves. The teacher points out that the solid pollution he found may have come from a different source.

It is important to test your assumptions in relation to what you observe. This is good practice in any kind of project that you may want to undertake. Your assumptions may be incomplete, or even incorrect in relation to an issue. You may not even know that you have assumed something to be true when it may not be. Assumptions may lead to you embarking on a project that has limited value to the community, or which addresses something that you later discover was not a real need; or it was not the most significant need.

A useful process for reflecting on your initial ideas is to write statements about what you have observed. Then try to identify what your assumptions are about the issue. Write the assumptions as statements as well.

CASE STUDY

Identifying Assumptions

Ghalib decides to write down his observations and state the assumptions that he has made.

He realises that he can identify two main observations he has made, and that he actually has several assumptions in relation to each of them. Ghalib acknowledges that he is not yet ready to embark on a volunteering initiative. He needs to continue to heed his teacher's advice and analyse the issue further, especially testing his assumptions, to identify what the real need is in the community.

Activity 2: Action Task

Work with a partner. Look at the pictures of the starving dog and the woman in the wheelchair. Write down at least five assumptions that you could make for each context, based on what you observe in the photographs.





1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

Second Step: How Can We Test Assumptions About An Observed Issue?

Once you have identified assumptions, you should test them and refine the broad idea that you want to investigate further. This means that you try to work out if your assumptions are valid and true before you continue with your initiative.

Framing Assumptions as Questions

You can test your assumptions by turning each statement and assumption into a question. This enhances your critical thinking about the issue and helps you to identify what sort of evidence you may need to answer each question. It also allows you to evaluate which of your questions and/or assumptions are worth answering, for you to take further action.

Activity 3: Thinking Task

Read the following case study. Why do you think framing the statements as questions helped Ghalib to think more deeply about his topic?

CASE STUDY

Testing Assumptions

Ghalib devises a strategy to begin to test his assumptions. He changes each observation and assumption into a question.

Observation question 1:

Is the amount of litter in the mangroves actually increasing?

- Assumption question 1: Are recreationists littering in the mangroves?
- Assumption question 2: Are the local authorities unaware of the problem?
- Assumption question 3: Are awareness programmes ineffective in supporting conservation in the area?

Observation question 2:

Is there an increase in the number of people using the mangroves for recreation?

- Assumption question 1: Are people unaware of the international importance of the mangroves?
- Assumption question 2: Are people behaving carelessly, with lack of awareness, when they enter the mangrove areas?

Ghalib thinks about the questions he has recorded. He re-visits his original interest, which was conservation of the mangroves. He wants to narrow down his investigation with greater focus. He realises that observation question 2 is secondary to observation question 1. If he can investigate the extent of the litter problem in the mangroves, he may find that there is little cause for further concern, and it would not matter if the number of people is increasing or not. He may even find out additional information that he had not been aware of before. It would be difficult to collect evidence to answer all the questions he has. Perhaps he even needs a new question?

Refining an Inquiry Question

Inquiry is a process of investigating an issue in order to understand it better, or to deepen one's understanding of it. Once you have analysed and assessed your assumptions, you should try to narrow down what you want to investigate further before you decide on what type of volunteering initiative you will undertake. You should refine your questions into one inquiry question that you can use to investigate your issue of concern further.



Refining your inquiry and framing it as one question helps you to plan your investigation in a more focused way.

Criteria for a Useful Inquiry Question

Your inquiry question is going to guide the further research or investigation that you undertake in relation to your intended volunteer initiative. A good inquiry question should fulfil the following criteria:

Specific: The questions must make clear what you are trying to find out or what evidence you are seeking to be able to define your initiative.

Measurable: You should be able to measure the evidence in some way as a means of informing the rest of your decision-making and planning.

Include reference to the topic/issue/goal: If you are investigating the potential need for science tutoring in your community, then the inquiry question should include reference to this topic.

Example:

Inquiry question: Do the majority of elderly people (aged 70 and above) in our community feel lonely?

Is the question specific?	Yes – it specifically indicates an intention to find out about loneliness among a majority of elderly people.
Is the question measurable?	Yes – 'majority' implies that if elderly people are surveyed, it could be taken as true if more than 50% of them report feeling lonely. However, the size of the sample being surveyed would be important. If there are 200 people over the age of 70 living in the community and only 20 of them are surveyed, then the results of the investigation may not be valid.
Does the question include reference to the topic?	Yes – the question references loneliness and elderly people, which form the topic of the intended inquiry.

Activity 4: Discussion Point

Discuss Ghalib's inquiry question in relation to the three criteria. Is it specific? Is it measurable? Does it link to his overall topic? Would you recommend any changes to it?

CASE STUDY

Refining the Question

Ghalib decides to refine his inquiry question.

This is what he comes up with:

Inquiry question:

Are conservation strategies and controls effective enough to prevent littering taking place in the protected mangroves?

Third Step: What Tools Are Useful For Undertaking An Inquiry?

Once you have refined your inquiry question, the next step is to decide how you are going to pursue your inquiry. This usually involves collecting data or information that will help you to inform further action. What you are looking for is evidence that the issue you want to pursue is going to be a worthy or useful target for volunteering. Your inquiry question provides guidance on the type of evidence needed. As is the case with any type of research, there are various ways in which you can collect information as you inquire into the topic. The first thing you need to do is decide what sort of evidence you need to collect. Evidence may include things such as:

- statistics or numerical data
- **anecdotal** accounts
- interviews
- descriptions based on observation
- background information from previous studies into the topic
- government records
- case studies
- responses to questionnaires
- experiments
- practical investigations
- conclusions drawn from **surveys**

Activity 5: Discussion Point

Discuss the questionnaire Ghalib created. Does it enable respondents to provide useful information for his inquiry? Would you amend it in any way?

CASE STUDY

Gathering Evidence

Ghalib thinks about his inquiry question and decides that he needs to use a range of tools to gather evidence to answer his inquiry question:

- He is going to consult local government and environmental records to find out what strategies are used to conserve the mangroves.
- He is going to survey at least 50 people who use the mangroves to find out if they are aware of rules relating to preserving the environment (for example, not leaving waste).
- He is going to observe and note the number of rubbish bins available along the waterfront area.

Ghalib also realises that this is a lot of work to do. He would like some help. He decides to ask his brother and two school friends to assist him with carr ying out surveys among respondents who enter the mangroves.

Ghalib designs a questionnaire to use to conduct the surveys. He prints hard copies of it so that his helpers can record answers when they encounter people to survey. He also creates an online survey using SurveyMonkey; respondents who prefer to complete the survey online can be given an access code so that they can complete it using their mobile phone.

Question	Circle applicable answer
1. Are you a resident or visitor to Al Zorah?	Yes/No
2. How regularly do you visit the mangroves?	This is my first time. I come here at least once per week. I come here less than twice per month.
3. What is the purpose of your visit to the mangroves?	Recreation – to view the scenery. Sports not involving the water (e.g. golf). Sports involving the water.
4. Are you aware of rules on the removal of waste in this environment?	Yes/No
5. Do you ever engage in actions that produce plastic or other types of waste, such as eating a picnic lunch?	Yes/No
6. Does this area have enough rubbish bins for visitors to dispose of rubbish?	Yes/No If no, please elaborate:
7. Are you aware that this area is a Wetland of International Importance?	Yes/No
8. Do you think more could or should be done to conserve this area?	Please elaborate:
9. What is your age?	- Over 60 - 40 to 59 - 30 to 39 - 20 to 29 - 15 to 19

Ghalib requests permission from local authorities to approach respondents to ask them if they are willing to respond to his questionnaire. He also discusses with his helpers the need to be polite and respectful when approaching potential respondents.

Ghalib researches local environmental records to find out more about what is being done to manage and conserve the wetland area.

He arranges a time to walk through the area and count the rubbish bins, as well as note how far apart from one another they are located.

Fourth Step: How Does The Data Or Information Collected From An Investigation Translate Into A Purpose For Volunteering?

Once you have carried out an investigation in relation to your inquiry question, you need to analyse the information you have gathered. This will help you to decide how to proceed in relation to your overall issue of concern.

CASE STUDY

Writing Up The Findings

Ghalib carries out his inquiry and writes up his findings in a bullet-point summary, as follows:

- There is a detailed and rigorous strategy in place to conserve the environment, including restrictions placed on visitors who enter the mangroves, and ongoing monitoring of the water quality and biodiversity of plants and birds.
- There is a sufficient number of rubbish bins located not more than 200 metres apart in the area surveyed. This was verified by anecdotal responses from the respondents.
- 90% of all respondents are residents at Al Zorah.
- 72% of all respondents visit the mangroves less than twice per month.
- 28% of all respondents visit the area at least once per week.
- Half of the respondents never access the water when they use the area.
- 3% of respondents access the water for activities such as kayaking.
- 47% of respondents engage in other recreational activities such as golf.
- 92% of respondents over the age of 30 knew about the area being a Wetland of International Significance (they received this information as part of an investment information package when they invested in the area).
- 16% of respondents between the ages of 15 and 29 knew about the area being a Wetland of International Significance.

Analysing the Findings from the Inquiry

In the case study we have seen that Ghalib originally had an interest in conservation, and in his natural surroundings, which motivated his search for a way to volunteer in relation to his interests. When he conducted his initial inquiry, he discovered that some of his original assumptions had been incorrect: Very few people in the sample he surveyed even go into the mangroves at all. Most adults were aware of the significance of the area internationally. There are rigorous processes in place to conserve the area, and there are sufficient public facilities for rubbish disposal. Ghalib does not know whether the amount of litter is increasing, or what the sources of the litter he observed are. It may seem initially that Ghalib's investigation was a waste of time, because it did not confirm any of his initial assumptions. However, his inquiry led him to find out a valuable piece of information that is more likely to indicate a volunteering need: Despite an event in 2016 to raise awareness about the wetland, only 16% of the young respondents in his survey knew about the international significance of the wetland. There could be many reasons for this – perhaps most of the respondents in the sample population only moved into the area after that event. Young people might be less likely to have access to investor information packs, and so on.

Ghalib enjoys conservation. While conducting the inquiry he learnt something else about himself: He enjoyed working in a team with his brother and two other helpers, and he found it rewarding to teach them about his inquiry tools and processes. He also enjoyed sharing the outcomes with them. Incidentally, he also found out that they share his interest in conservation, and that they feel there is a lack of community facilities and clubs for youth to gather and socialise.

Writing a Purpose Statement

The outcome of the inquiry has allowed Ghalib to formulate an idea for a volunteering project that will achieve the following aims:

- Increase awareness about conservation among the youth in the area.
- Engage local youth in a meaningful social activity that also has environmental benefits.

He writes a **purpose statement** to describe his initiative:

> The purpose of my volunteering initiative is to promote conservation of the mangrove wetland areas of Al Zorah. I will achieve this by starting a conservation club for local youth. The club will be open to all interested young people between the ages of 15 and 18. Club activities will focus on educating young people about the importance of conservation through practical activities such as clearing litter from the mangroves and running social media campaigns to publicise the activities and successes of the club. The club will also promote positive social connections among young people. I will dedicate four hours of my time each week to run the club.

Activity 6: Self-Assessment Task

In this lesson, you have looked at a suggested process and some tools that you can use to identify a specific need in your community that can be addressed through volunteering. Now, answer the following questions:

1. Why is it important to test assumptions about an issue of concern before planning a volunteering initiative?
2. Describe a process that can be used to identify and carry out an inquiry into a potential volunteering context.
3. In what ways does a purpose statement assist an aspiring volunteer to clarify and prepare for their volunteering initiative?

1. _____

2. _____

3. _____

Lesson 5: Planning a Volunteering Initiative

- **Do you have any personal goals?**
- **Why do people set themselves personal goals?**



Key Vocabulary

vision	**risk**
goal	**mitigate**
stakeholders	**risk assessment**

Introduction

We have looked at using inquiry skills to challenge assumptions about something we have observed, in order to identify a volunteering activity and we have looked at writing a purpose statement for a volunteering initiative. If you have followed the process up to this point, you will be ready for what we are going to explore in this lesson – how to plan and implement a volunteer initiative. We will consider a range of relevant aspects that feed into an initiative. You should think about volunteering as a project: there is an overall outcome that you are trying to achieve in response to an established need. You will achieve the outcome by setting goals and action plans and identifying resources that will be necessary for success.

How Do We Go About Planning A Volunteering Initiative?

Once you have established the purpose for your initiative, you are ready to begin planning the detail about what you want to do. You must keep your overall purpose in mind throughout the process. This is the **vision** you have for how you want to make a difference in a situation you have identified.

Setting Goals for the Volunteering Initiative

Before starting your initiative, you must have a 'road map' or guiding beacon that helps you to get there. The **goals** that you set for your project will inform how you proceed. These are like the instructions in a GPS program – they tell you the distance to the next turning point, where to turn, and how much time it will take to reach your destination. Goals are detailed breakdowns of what you will do to achieve your vision and purpose and get to where you want to be. You can also use them to measure your progress as you go along. A common understanding about effective goals is that they need to be:

SPECIFIC

The goal statement must indicate very clearly what is to be achieved. Example: **The volunteer project will provide winter coats to ten children in need**. 'Winter coats' indicates a specific type of item for a specific use. 'Ten' indicates a specific number of people. 'Children' indicates the specific target group that will be impacted by the project.

MEASURABLE

Achievement of the goal must be able to be measured in some way, so that it is clear whether or not it has been successful. Example: **The volunteer project will provide winter coats to ten children in need**. This is measurable because it has a number that can be counted – ten.

ACHIEVABLE

The goal must be agreed upon and achievable in terms of the available time, resources, stakeholders and constraints that may exist. Example: **The volunteer project will provide winter coats to ten children in need**. This may be achievable if the volunteer has identified an actual need for the coats, and has gained the agreement or support of people who are going to help with the project.

REALISTIC/ RELEVANT

The goal must be relevant and realistic in terms of the purpose. Example: **The volunteer project will provide winter coats to 1000 people in need**. This goal would not be relevant if the purpose of the project is to help needy children specifically, because 'people' could refer to any age group. It would also not be realistic if the volunteer is working alone.

TIMED

The goal must have a specific time frame within which it is to be achieved. Example: **The volunteer project will provide winter coats to ten children in need**. This goal is not timed, so it needs to be amended: **The volunteer project will provide winter coats to ten children in need by the end of October this year.**

CASE STUDY

Ghalib's Purpose Statement

Do you remember Ghalib from Lesson 4? He decided to volunteer to initiate a conservation programme that included young people and provided a platform for social connection as well.

This is Ghalib's purpose statement:

The purpose of my volunteering initiative is to promote conservation of the mangrove wetland areas of Al Zorah. I will achieve this by starting a conservation club for local youth. The club will be open to all interested young people between the ages of 15 and 18. Club activities will focus on educating young people about the importance of conservation through practical activities such as clearing litter from the mangroves and running social media campaigns to publicise the activities and successes of the club. The club will also promote positive social connections among young people. I will dedicate four hours of my time each week to run the club.

Ghalib writes the following goals for his initiative:

1. The conservation club will be set up by the 1st of March.
2. Young people from surrounding high schools will be invited through social media and founding member ambassadors to join the club.
3. The club will meet once per week.
4. The club will run different conservation-based activities each week.
5. The club will fundraise to extend its conservation activities, as and when needed.
6. Through the active participation of the club members, the mangroves and surrounding areas will remain litter free.

Activity 1: Action Task

Examine each of Ghalib's goals for his initiative. Evaluate them according to the criteria. If you think they need to be amended or added to, then write down the amended or new goal in each case.

Goal Number	Specific?	Measurable?	Achievable?	Relevant/ Realistic	Timed	Amendment needed?

Setting Success Criteria for the Volunteering Initiative

When you undertake a course of study at school, as you are doing with this Moral Education Programme, you are told at the beginning of each unit and lesson what you need to be able to demonstrate or achieve by the end of that section of learning. This is derived from the curriculum document. You have a clear idea of what you need to be able to do to succeed. The Learning Outcomes and Learning Objectives are success indicators – they help you and your teacher to decide if you have learnt anything meaningful while engaging with the course content, by your demonstration of your learning. The criteria are based on a predetermined set of objectives. The same process is necessary in a volunteering project. You need to decide what the success criteria are, and they need to be linked to your goals. If you do this, then you will be able to evaluate the impact of your project during the course of implementing it, as well as at the end. Success criteria should be developed to include the following:

- the criterion statement
- how it is going to be measured
- how often it will be measured
- who will measure it

CASE STUDY

Developing Success Criteria

Ghalib begins to develop success criteria for his conservation volunteering projects. This is what he comes up with for his first goal:

Goal 1: The conservation club will be set up by the 1st of March.

Success criteria

Criterion statement?	How will it be measured?	How often will it be measured?	Who will measure it?
The conservation club will meet weekly from the beginning of March.	An attendance register will be kept of who has attended. A digital file will be kept to record the agenda and activities for each meeting.	Attendance and a record of activities will be checked once a month.	The weekly attendance register will be kept by Ghalib and checked once a month by Majed, who has agreed to be a founding secretary for the club.



Activity 2: Action Task

Choose any two of Ghalib's goals other than number one and number five and develop success criteria for the goals, using the template provided above.
You may like to work with ones you amended in the previous activity.

1. _____

2. _____

The Project Stakeholders

The most important aspect of any volunteering project is the people it involves. We refer to them as **stakeholders** – people who have an interest in the project in some capacity. Firstly, the project usually involves people who are the targets or recipients of the volunteer action. These are the people for whom there is an identified need that the volunteers intend to address. For example, homeless people who need warm blankets and shelter in winter may be targets for volunteer action. Refugee children in a country that has a refugee programme may be targets for volunteer action if they need to learn the language of the country where they have been resettled. In Ghalib's conservation case study, the recipients of the volunteer action are people who would like to continue to enjoy the pristine mangroves of Al Zorah (although they would be a more indirect target group), as well as the young people who will benefit socially and personally from being members of a club that has a special purpose (this is the main target group). The second important stakeholder group is the volunteers themselves. Volunteers are the people who are going to donate time, skills and resources to achieving the goals of the project. Other stakeholder groups may include:

- **Government departments or local authorities** who may need to approve or assist with aspects of the volunteer activity; for example, the Ministry of Climate Change and Environment may need to approve some of Ghalib's plans for the conservation club.
- **External sponsors or donors** who may be involved in donating money or resources to the project. These might be companies or individuals.
- **Family members of the volunteers** who may need to provide support and guidance for some of the activities.
- **Owners of facilities** that volunteer organisers may like to use to run activities, for example, clubhouses, restaurants, schools.

- **Representatives of the media** who may report on the volunteering initiative. They provide publicity that can help further the cause of the project and attract additional support for it.
- **Teachers and school representatives** if the volunteering project is part of a school programme, or if the teachers are providing guidance and support.
- **Other parties who are affected by the project**, for example, residents of an area who will be affected by road closures if a fundraising marathon event is being run in the area.



When planning a volunteer project, you need to consider who all the stakeholders involved or affected by the project, and how to build positive relationships with them to ensure the goals of the project are met.



Most volunteer projects benefit from publicity. Reporters for local or school newspapers could be key stakeholders in a project raising awareness and potentially attracting much-needed support or donations.

You can see that there may be many different people who are involved in, or affected by, a volunteer project. The greater the scope of the project, the more people there are likely to be who are involved in it. Planning needs to take this into account. As the volunteering initiator or organiser, you will need to identify who all the stakeholders are for your project, and decide how to involve them or manage relationships with them.

CASE STUDY

Face Painting to Raise Money

Lamia and Zaynah want to work together on a volunteering project. Their teacher told them about a fundraising event in the local community, the proceeds of which will be donated to an aid organisation that sends stationery and book packs to children in refugee camps in other countries. The event is based on fun activities for children between the ages of four and ten to do on a Saturday afternoon. The organisers have called for expressions of interest from the community. Volunteers who have specific skills or ideas can set up and run a stall or activity at the event. Volunteers under the age of 21 must make sure it is supervised by an adult over the age of 21. Parents who bring children to the event will pay a small fee for each activity in which the child wants to participate. Volunteers donate their time and skills. Fees will be handled and collected by the organisers and will be donated to the aid organisation on behalf of the volunteers.

Lamia and Zaynah think this is a good opportunity for them to learn about volunteering, because they do not have to do all the organising. They can get involved by running an activity and learn about how this kind of event works. Their teacher agrees. She believes it will be a good opportunity for them to not only volunteer to help a significant cause, but also to develop their own organisational skills. Perhaps they can then plan their own volunteering project in the future. She offers to help them to plan their activity and to submit their expression of interest, but she is not available to be the adult supervisor on the day – they will need to find another adult to help with that.

The girls decide that they would like to offer face painting – they are both artistic and enjoy being creative. They think it is easy enough to set this up. Their teacher points out that they will need some resources – face paint, brushes, cleansing wipes and a list of ingredients in the paint, as some children might have skin allergies to certain ingredients. The girls had not initially thought of this. They both have some paints at home, but not enough to paint the faces of a potentially large number of young children. They will either need to fund the purchase of additional paints themselves, or they will need to approach sponsors in the community who may be able to provide these resources in exchange for some publicity at the event. The girls are learning that there is a lot more to volunteering – even in a relatively simple capacity – than meets the eye! And there are more stakeholders involved than the intended aid recipients and the children whose faces will be painted.

Expression of Interest:
A statement that an individual or company makes to indicate that they want to be considered for inclusion in a project or undertaking by another organisation



Even a simple volunteering activity such as painting children's faces for charity can involve a range of stakeholders.

Activity 3: Action Task

Examine Lamia and Zaynah's case study. Make a list of all the stakeholders involved in or affected by the activity they want to pursue.
Indicate the role of each stakeholder or stakeholder group.

Stakeholder/s	Role or involvement in the case study

Skills and Roles of Volunteers and Stakeholders

Each person is unique, and we all have different temperaments, skills and interests. When you undertake a volunteering project, you should reflect on your own strengths and weaknesses, and try to use your strengths in the project. If you are working in a team, each team member should take on a role that allows them to use their unique strengths and skills. This does not mean that you should never try something new, or that you should avoid involvement if you have to do something that you are not good at. It just means that as far as possible you need to develop awareness about the potential of each member of the team so that you can plan the project in such a way that you harness and develop the potential.

In Ghalib's case study, he learnt that he was good at teaching and sharing knowledge. This was something he discovered in the inquiry process. When he plans how the conservation club will run each week, he knows that he needs to play a key role in working with the younger children, as he has the skills to teach and guide them, and he also enjoys doing this. Planning must take into account who is doing the volunteering and what they can contribute.

CASE STUDY

The Planning Phase

Lamia and Zaynah decide to pursue face painting as a volunteer activity because they are both creative and artistic. They are not aware of other skills they may have, because they have not had the opportunity to plan and carry out a project before to find out what else they might be good at. However, Lamia knows that she is outgoing, and other people have described her as being 'good with people', whereas Zaynah is more introverted and less comfortable speaking to people in groups. Zaynah enjoys photography and takes very good photographs. Some of them have even been published in the school magazine.

Their expression of interest is accepted by the event organisers and now they need to plan in greater detail. They decide that Lamia will be the 'frontline' person who greets potential clients and parents and asks them what they would like painted on their face. She will be the 'hostess' of the activity. Zaynah will take the lead in the actual face painting. She will also take photographs of the children's faces and email or send these to the parents who want them via social media, for a small additional fee. In this way, the girls harness both of their strengths. They approached Zaynah's older brother Halim, who is 23 years old, to be the adult supervisor at the event. Halim is happy to help and even offers to let his network of married friends know about the event via social media, so that they can bring their children along and support the cause.

Activity 3: Writing Task

What other types of roles do you think Lamia and Zaynah could do in a volunteering capacity in future projects, based on their strengths and skills?



No matter how many buildings, foundations, schools and hospitals we build, or how many bridges we raise, all these are material entities. The real spirit behind the progress is the human spirit, the able man with his intellect and capabilities.

Sheikh Zayed bin Sultan Al Nahyan
(May Allah have mercy upon his soul)

Activity 4: Research Task

Do some research to find out more about the words of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) in the quotation. Find out when he said these words.
Write a short paragraph to explain why you think he said this, in relation to progress in the UAE.

☑ Activity 5: Checkpoint

Give one example of a goal and two examples of aspects that must be taken into account when planning a volunteering project.

Identifying Resources Needed for the Project

Resources are things that we need to carry out a set of activities and tasks. It is very important to consider resources during the planning stage. Some projects require minimal resources, while others may require a complex set of resources.

Resources may include things such as:

- **Money**. In some cases, money is needed to purchase other resources that may be used in the project. For example, in the case of the event at which Lamia and Zaynah are going to volunteer, the organisers may have needed to invest some money into hiring tents or shade covers for the event, and may have needed to purchase snacks and cold drinks up front that can be sold at a profit for the charity. Not all volunteering requires financial input. If you volunteer to help guide visitors at a local museum, for example, you are unlikely to need any financial investment.
- **Tools and equipment**. Lamia and Zaynah need face paint, brushes, cleansing wipes and perhaps a few other things to carry out their volunteering activity. Many other types of activities would require specific equipment and tools. The project plan must take this into account.

- **Venue**. If the activity or project involves people and tasks carried out in a certain place, then a venue may be needed. Depending on the type of activity, the venue could be a classroom in a school, a sports field, a hall, or even a shopping mall.
- **Knowledge and information**. For certain types of activities, it will be important to have information and knowledge relevant to the activity. For example, in Ghalib's case study, he needed to have information about how the wetland is being managed and conserved – he had to use research skills to find out this information. Knowledge can also come from people. If you want to initiate a project to help new students from other countries learn about the history and heritage of your area, you may need to consult older members of your community who know a lot about these things. You can interview them and then use the knowledge you have gained in your programme.



Mature members of any community may be a valuable source of knowledge that can be used in volunteering projects.



Activity 6: Action Task

Make a list of the resources you think Ghalib needs for his volunteer conservation project. Write them down.

Assessing Potential Risks

Risk refers to a situation or occurrence that may pose danger or harm. For example, if you run across a busy road without following traffic signals or checking if it is safe to cross, you risk getting knocked down by a car. Some types of risks are easier to predict than others. When you are planning a volunteer project you should consider the types of risks that may be involved. One example was provided in the case study about Lamia and Zaynah. Their teacher warned them that they need to have a list of ingredients available for the face paint they planned to use, because some children may have an allergic reaction to an ingredient. Allergic reactions can be serious, and if a child needs urgent medical attention, it will be easier for doctors to identify how to treat the child if they know what the child has been exposed to.

Another risk that was identified was lack of supervision of minor children during a busy event with multiple activities going on. The organisers insisted that each activity had to have an adult supervisor over the age of 21. This is because it is generally accepted that adults are more experienced and confident in dealing with potential risks related to young children (for example, injuries) than teenagers. Volunteers who work in extremely dangerous contexts, for example, aid workers who provide relief in war zones, must be briefed in detail about the multiple risks they may face – including threats to their own lives.

If you identify a risk in your project planning, you need to consider how to **mitigate** it. If we think about Ghalib taking younger students into the mangroves to collect litter, it may be the case that some of them cannot swim. If they enter the area in a kayak, the risk is that they may fall into the water and drown. A simple mitigation factor such as making sure everyone wears a life jacket when they are on the kayak or near water, helps to prevent disaster. Ghalib could conduct a **risk assessment**, identify the risk of drowning and immediately plan to make life jackets available to all participants. Note that this risk also carries financial implications!

Activity 7: Research Task

Find out about a popular volunteering programme in your area. Do some research to find out if the programme conducts risk assessment as part of its planning process.

Activity 8: Research Task

In this lesson, we have looked at how to plan and implement a volunteer initiative. Now, complete the following tasks:

1. Explain what the five key criteria for successful goals are.
2. Describe the importance of success criteria in a volunteering project.
3. List at least four types of stakeholders that may be involved in or affected by a volunteering project.
4. Define 'risk assessment' and provide one example of a risk and how to mitigate it.

1. _____

2. _____

3. _____

4. _____

Lesson 6: Implementing and Evaluating the Impact of Volunteer Action

- **How often do you have meetings?**
- **Describe the last meeting you had. What was its purpose?**



Key Vocabulary

delegate	**chair**
contingency planning	**agenda**
feedback	**minutes**

Introduction

You have learnt about setting goals for your volunteering project or initiative and have explored the types of resources that may be required in a project, as well as different stakeholder groups who may be involved in the project or affected by the project. In this lesson, we are going to look at what you need to consider when you implement your initiative, including creating action and tasks lists, dealing with people and evaluating a project against success criteria.



Volunteering projects have the potential to have significant impact on the needs they address. The impact should be evaluated so that future volunteer action can be planned or improved if necessary.

How Do We Put Plans Into Action?

Project goals are statements of what needs to be achieved. You have learnt that you need to consider stakeholders and resources when you plan a project. When you are ready to implement your project, you need to draw up actions plans for each of the goals. These are more detailed plans that break down the goal into smaller steps, including the resources, people and time needed to carry them out. Some goals may have only one main action; others may need several actions.

A simple way to develop your action plans is to create a template for your project, into which you can enter information about each action or task. You can use a spreadsheet program, or you can use a simple table with columns to create your action plan.

Activity 1: Action Task

Work in pairs. Read the following case study. Choose another goal that Ghalib set for his project (you may need to refer back to Lessons 4 and 5). Write up a list of at least three actions and tasks for the goal.

CASE STUDY

Ghalib's Conservation Club

Ghalib, who we met in Lessons 4 and 5, is in a hurry to get his conservation club up in operation.

He uses a sheet of paper and a pen to note down a draft of some of his action plans for his first goal. He plans to delegate formal record keeping to his friend Majed, who enjoys working with spreadsheets and documents, and who is going to be the founding secretary of the club.

Goal 1: The conservation club will be set up by the 1st of March.
Success criteria

Tasks	Person/s responsible	Resources required	Time frame
1. Find a suitable venue that can be used as a regular meeting place: 1.1 Contact representatives of different venues in community. 1.2 Visit available venues. 1.3 Select a venue. 1.4 Negotiate an agreement with venue owners/ representatives.	Ghalib	Mobile phone. List of community contacts for venues. Approximately 30 minutes to visit each of two venues that may be suitable.	Complete within one week. Venue must be confirmed by 15 February.
2. Plan an agenda and activities for first meeting.	Ghalib Majed Amir	Trusted teachers at school (advice on activities).	Complete by 19 February.
3. Create a publicity campaign on Facebook to advertise the club and attract members. 3.1 Set up Facebook page for club. 3.2 Write content for publicity.	Majed Khaled	Information about first meeting. Purpose statement for the club.	Complete by 20 February.

One you have set up action plans and task lists for your project, you need to track them to make sure they are carried out and completed as the project progresses. Sometimes unexpected things may happen; for example, a project team member may become ill, or a resource becomes unavailable. This is why it is important to adopt a flexible attitude when implementing a volunteering project). Flexibility means that you can adapt your plans where and when necessary, so that you still achieve the goals of your project. When you do your risk assessment in the planning phase, you may even identify potential obstacles or problems that could happen, and plan alternative ways of handling them. This is called **contingency planning**. It is not always possible to predict or plan for things going wrong. Flexibility is very important to be able to stay on track to achieve your goals.

Activity 2: Discussion Point

Discuss examples of situations in which you have had to do contingency planning. Your examples do not have to be related to volunteering.

Discuss what the outcome was in each case.

CASE STUDY

Contingency Planning

A group of eight students decided to undertake a volunteering activity collecting litter in the local neighbourhood. They alerted the media of their activity and used social media to advertise the date, meeting point and time so that other interested students could join in. On the morning of the planned event, a huge sandstorm raged through the area. It was impossible to continue with the event.

The team immediately used the social media account to update people about the event – they postponed it to the following week, and asked interested parties to confirm they had read the updated information and noted the change.



Sometimes extreme natural events force volunteers to be flexible in carrying out their plans!

How Do We Communicate With Stakeholders During A Project?

As we have already noted, stakeholders are the people involved in, have an interest in, or are affected by the volunteering project. Appropriate communication is one of the most important skills that you need to develop for volunteer work. Besides the obvious need to treat every person respectfully as part of behaving in a moral and ethical way, another reason this is important is because volunteer work relies on the goodwill and commitment of people who get involved in it. They are giving of their time and resources for no personal gain. Even very compassionate and caring people can become frustrated at times, and their motivation may wane if the volunteering project becomes stressful or challenging. Maintaining a high standard of respect and communication helps to mitigate some of the 'human' factors that can go wrong during a project.

Guidelines for Effective Communication for Meetings

One of the most common forums for communication in any project, besides digital communication such as emails, is holding meetings. A meeting is a formal gathering of people who are involved in a project, to discuss issues related to the project. It is important for you to practise participating in formal meetings, because in your working or professional life, you will be required to communicate in this way. If you need to involve adult mentors or stakeholders in your volunteering project, you should be skilled at facilitating meetings so that they can see that you are handling your project in a professional way.

Meetings are arranged for a variety of reasons, including:

- sharing information
- discussing progress and other issues
- solving problems

- inviting and listening to **feedback**
- reporting on project progress.

The first step in arranging a meeting is to notify people that it is going to happen, and to invite or instruct them to attend it. This is done by the person who is going to **chair** the meeting. In Ghalib's case study, for example, he is the chair because he is leading the project. If the team is well established, then an **agenda**, which is the list of topics that are to be discussed at the meeting, can be distributed at the same time. If the project is new, then the organiser of the meeting can invite team members to contribute topics or ideas that they would like to discuss at the meeting. In most cases, the secretary of the project handles this exchange of information in collaboration with the organiser.

Majed is the secretary for Ghalib's project. Her role is to distribute the notice and agenda for the meeting, record attendance at the meeting and take **minutes**. The minutes of a meeting are the official record of what was discussed, what decisions were taken, and who is responsible for further actions that were decided. Minutes are distributed to the people who attended the meeting after the meeting has finished. The secretary keeps records of all documentation (either digitally or as hard copies).



An agenda outlines the topics to be discussed at the meeting, the order of the discussion, and the time allocated to each topic.

CASE STUDY

Organising and Running Meetings

Ghalib wants to meet his project team for the conservation club.

His founding team all have email addresses. Ghalib sits down with Majed and draws up a notice and agenda for the meeting, and tells Majed to distribute the information to the other helpers and to the teacher who is helping him by providing advice about the project.

Al Zorah Youth Conservation Club Inaugural Meeting Agenda

3 February | 4pm | Mr Abdi's classroom

Meeting called by	Ghalib	Attendees Ghalib, Amir, Majed, Khaled, Mr Abdi
Type of meeting	Planning	
Chair	Ghalib	
Note taker	Majed	Please bring ideas for our new club activities
Timekeeper	Amir	

Agenda Items

Topic		Presenter	Time allotted
☐	Attendance	Hassan	[Time]
☐	Welcome	Ghalib	5 minutes
☐	Purpose of meeting	Ghalib	5 minutes
☐	Planning for first club gathering	Ghalib	10 minutes
☐	Publicity	Khaled, Hassan	10 minutes
☐	Advice for conservation activities	Mr Abdi	10 minutes
☐	Conclusion	Ghalib	[Time]

Activity 3: Action Task

Work in a group of five. Role play the meeting chaired by Ghalib. Each member of the group must play the role of one of the stakeholders in Ghalib's meeting.

The secretary must use the a template that followssimilar to the following example to write minutes for the meeting.

Once you have completed the meeting, you should have a clear record of what took place and a clear idea of what actions are to be taken next.

Al Zorah Youth Conservation Club Inaugural Planning Meeting Minutes

Meeting date | time | Meeting location

Meeting called by	Name	Attendees
Type of meeting	Purpose	Attendees
Chair	Name	
Note taker	Name	
Timekeeper	Name	

Agenda topics

Time allotted | Agenda topic | Presenter

Discussion Conversation

Conclusion Closing

Action items	Person responsible	Deadline
Topic 1	Presenter Name	Date | time
Topic 2	Presenter Name	Date | time

Time allotted | Agenda topic | Presenter

Discussion Conversation

Conclusion Closing

Action items	Person responsible	Deadline
Topic 1	Presenter Name	Date | time
Topic 2	Presenter Name	Date | time

Time allotted | Agenda topic | Presenter

Discussion Conversation

Conclusion Closing

Topic | Presenter Name

Discussion Conversation

Conclusion Closing

Activity 4: Writing Task

Explain the function of each aspect of written communication in a formal meeting.

How Do We Evaluate The Impact Of A Volunteering Project?

Clear and regular communication during a volunteer project will give you a good idea about the impact of the project, but it is also good practice to use the success criteria you learnt about in Lesson 5 to evaluate the project. A simple way to do this is to invite feedback from stakeholders (either during meetings, or in written format such as emails), and then use the information you receive in the evaluation process. Some success criteria will be straightforward to evaluate. For example, if one of the criteria was to set up a regular meeting time for a club, this is easy to provide evidence for – the minutes of the meetings and the attendance registers will be proof that this was achieved.

CASE STUDY

Evaluating the Project

Ghalib decides to evaluate the first part of his project two months after it has begun. He uses the success criteria to write notes based on what has occurred and what he has reflected on.

Project Evaluation

Goal 1: The conservation club will be set up by the 1st of March.

Criterion statement	Evaluation Comment	Evidence
The conservation club will meet weekly from the beginning of March.	The club met once per week for eight weeks.	An attendance register was kept, as well as all agendas and minutes of meetings.

Evaluating the Project Against its Success Criteria

Ghalib also invited informal feedback from the young students who started attending the club. At the end of each meeting, he asked them to write down a short response to a statement prompt. Different prompts were given to different members each week. Ghalib was able to gather a lot of useful information from the perspectives of the club members in this way.

The prompts he used included:

- One new thing I learnt today was ...
- One thing I think we should improve on is ...
- This club is ...
- If I was chairing the club I would ...
- The activity I have most enjoyed so far was ...
- This club has helped me by ...
- I will consider continuing to be part of this club if ...
- I think we make a difference to the community by...
- It is important to me to conserve the mangroves because ...
- This club has inspired me to ...
- The thing I most enjoy about being part of this club is ...
- The thing I like least about being part of this club is ...



Asking stakeholders to give feedback about a volunteering project is a valuable part of the evaluation of the impact of the project.

Evaluating Personal Growth and Development

When you initiate or participate in a volunteering project, you will develop as a person. Volunteering is a meaningful way to build character, contribute to the world in positive ways, and prepare for other kinds of life work. You can reflect on your own development against the list of attributes, once you have reached a certain phase of your volunteering experience. In fact, you can reflect on this throughout a project at regular intervals, to track your progress.

CASE STUDY

Reflection

Zaynah and Lamia completed their volunteer face painting activity at the fundraising event. Theirs turned out to be one of the most popular activities. After the event, Zaynah decided to reflect on how she had grown by going through the volunteering experience. She used the list of attributes discussed in Lesson 1, and compiled a narrative response. This means that she wrote in sentences and paragraphs, describing her development from her own perspective.

Attribute	My development
Leadership	When we started the project, I did not feel confident about playing a leading role. I relied on Lamia to take the lead. On the day of the event, I realised that the children listened to me when I asked them to pose in a certain way for the photographs I took of them. I realised that the parents also respected my suggestions. I started inviting more parents and children to let me take their photographs because they enjoyed the activity so much. I even felt confident enough to ask one of the other volunteer helpers to go around and tell people about this extra service we were offering. In this way, I think I started showing leadership.
Communication	I do not like to speak in public, or in large groups. But I do communicate very easily and clearly in smaller groups. I was able to settle the children down when they became too excited to sit still. I found that I could adapt my communication to the children and to their parents.

CASE STUDY

Attribute	My development
Collaboration	Lamia and I worked very well together, so I learnt that I know how to collaborate. We had to solve a few small problems on the day, and we managed to do it successfully.
Respect	Each of the families we worked with at the event smiled when they left our stand. I think they knew that I had been respectful and helpful towards them.
Commitment	I stayed until the end! And helped other activity leaders to clear away afterwards. We raised quite a bit of money for the charity – enough to fund 50 packs for refugee children.
Reliability	Lamia and I both showed reliability by arriving at the event well-prepared and ready to do the face painting.
Creativity	I still need to work on creativity. I am creative when it comes to the designs on the faces, and the composition of photographs, but when we ran out of blue face paint, I just did not know how to solve the problem. Lamia had to come up with a solution.
Organisational skills	I made sure all our resources were ready, but what I did not realise was that the way we laid out our paint and equipment at the stand would be very important. I did not think ahead far enough to plan how to arrange the things we needed. I need to practise organising things better next time.
Flexibility	I think I am not yet confident enough to be too flexible. An example was when we ran out of blue paint. Lamia thought to mix other colours together to make do, but I was feeling really stressed about running out of a primary colour. I was not very flexible at all.
Selflessness	I like to think that I displayed selflessness by not doing any of this to gain something personally. The whole time we were working at the event, I was thinking how wonderful it was to be able to help refugee children.

Activity 5: Action Task

Reflect on a volunteer activity in which you have participated. Write reflective notes to describe your own growth and development.

"Volunteerism is the voice of the people put into action. These actions shape and mould the present into a future of which we can all be proud."

Helen Dyer, biochemist and cancer researcher

Activity 6: Discussion Point

Discuss what Helen Dyer's words could mean in the context of the UAE and your local area.

Activity 7: Self-Assessment Task

In this lesson, we have looked at what you need to consider when you implement your initiative. Now, complete the following tasks:

1. List three components of an action plan.
2. What is a contingency plan and why is it important?
3. Describe three important aspects of running a formal meeting.
4. Explain why project evaluation is important.

1.

2.

3.

4.

Unit 9: Post-War World

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Overview

In this unit, we will look at the post-war world and the emergence of the United States and the Soviet Union as global superpowers. We will then look at how the world has responded to pandemics and disasters throughout history. The third lesson will examine the reasons – economic, political, environmental - people migrate to different countries.



- **What are some significant world events which have occurred since 1945?**
- **What are some effective ways to prevent the spreads of diseases?**
- **What are some reasons that a person might move to another country?**

Lesson 1: The Post-War World

- **What do you know about the Second World War?**
- **What comes to mind when you hear the term 'Cold War'?**



Key Vocabulary

- **impact**
- **instability**
- **global conflict**
- **humanitarian aid**
- **economic growth**
- **inflation**
- **space race**

The Post-War World

The Second World War ended in September on April 29, 1945. However, the **impact** of the war would last decades longer. After the defeat of the Axis Powers, Germany, Italy, and Japan, the great European colonial empires ended. Just as in the First World War, the collapse of these empires brought great **instability** to their societies. From the collapse of these empires, two global superpowers emerged: The United States and the Soviet Union. For the next forty years, these two countries would be involved in a 'cold war,' a war without any major battles.

The Political World

The world map had to be redrawn again after the Second World War. Germany was divided into two separate countries: East Germany, which had a communist government, and West Germany. Many colonies that had previously been ruled by European powers gained their independence in the decades after the war. Countries such as Burma, India, Jordan, Pakistan, and Sri Lanka soon declared their independence from Britain. By the mid-1950s, France had lost Vietnam, Cambodia, Laos, and Syria. Japan lost its control over Manchuria and North and South Korea. Indonesia became independent from the Netherlands. The Soviet Union annexed many of the territories it had gained by driving Germany out and established a strong political and military presence in countries like Poland, Czechoslovakia, Romania, Bulgaria, Hungary, and Albania.

The end of the Second World War led to the creation of a new international organization called the United Nations. This new organization was founded April 25, 1945 to replace the ineffective League of Nations. Its main focus was on humanitarian issues and continues to this day to monitor **global conflict**, offer **humanitarian aid**, and settle international disputes. The five main Allied Powers, the United States, Britain, France, the Soviet Union, and China were the first countries to gain entry to the United Nations. By 2011, there were 193 member states in the United Nations.

Economic Impact

The great leaders of the Axis and Allied Powers understood the importance of natural resources for the war effort, and for their own national economies. Coal and iron ore were highly valued and traded internationally during the period between the First and Second World Wars. These resources were especially important for fuel and building materials during the Second World War. Oil was another important resource. Corporations such as Royal Dutch/Shell were formed to control the supply of oil. Oil had a strong impact on how wartime leaders developed their strategies. They made trade agreements and moved to gain access and control of oilfields. When the Allied Powers attacked German oil and petroleum facilities, they damaged Germany's ability to produce new weapons, which weakened the German military.



A building destroyed in the Second World War.

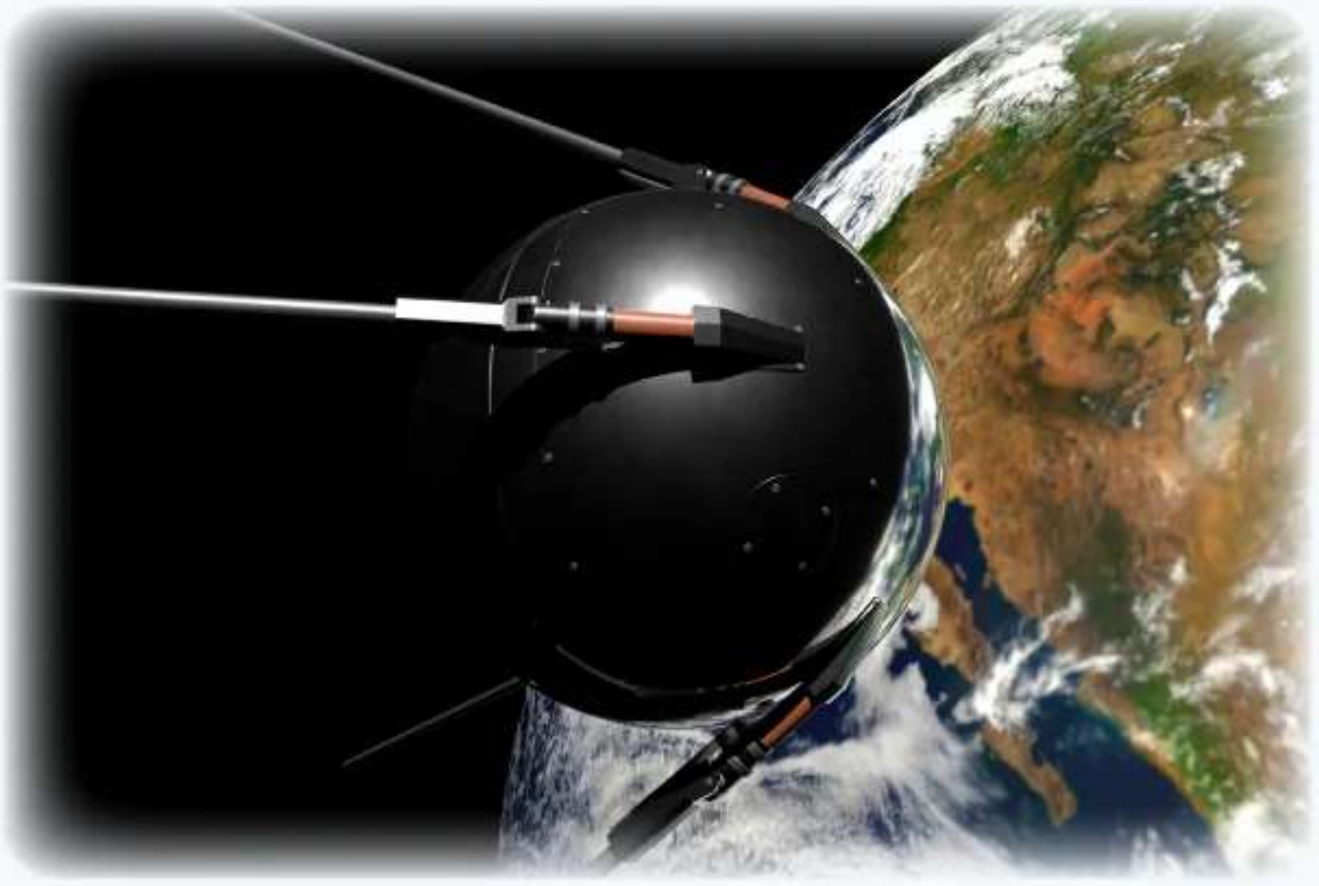
After the war, the European and Soviet economies were hit very hard. The war had destroyed a large number of buildings, facilities, infrastructure, and even entire towns all over Europe and the Soviet Union. However, despite this destruction, the global economy recovered quite quickly, although Britain continued to experience an economic decline. Even the Axis Powers experienced rapid **economic growth**.

After the United States destroyed the Japanese cities of Hiroshima and Nagasaki, they stayed there for the next several years to help rebuild the Japanese economy.

Germany went through a period called the 'Miracle on the Rhine,' named for the Rhine River that passes through Germany. This was an economic initiative to increase industrial production and keep **inflation** low. The Soviet Union experienced economic growth during the 1950s and 1960s.

New Technology

These economic developments were accompanies by advances in technology. Factories that had produced military weapons started making cars, household appliances, and other industrial products. New information technology was invented for use during the war, such as radar systems, computers, and telephone cable systems that were laid under the oceans. The first satellite, Sputnik 1, was launched into space by the Soviet Union in 1957. This was the beginning of an international 'space race' between the United States and the Soviet Union, as both countries competed to become the first to send human beings into space.



Social Effects

The Second World War also had a strong impact on global society. Allied forces stayed to occupy countries they had defeated, which caused tensions. Immediately after the war, Germany experienced food shortages. The occupying powers divided Germany into four zones, each controlled by one of the powers: American, British, French, and Soviet. The Allied Powers had difficulty agreeing on how to best manage the country. Refugees from German-controlled eastern territories flooded into the country, which caused food shortages.

In the Soviet Union, there was widespread destruction. However, the Soviet government was able to quickly put its people to work rebuilding the country's infrastructure. This kept many Soviets employed and led to the improvement of the Soviet economy. In Asia, Japan's defeat in the war strengthened a nationalistic feeling in Japanese society. They had lost their colonies of Taiwan and Korea and were now occupied by the Allied Forces. The American occupying government, led by General Douglas MacArthur, established a new constitution that focused on individual civil rights and democratic reforms. General MacArthur also instituted a new education system based on the American education system of standardized grade levels and testing.

☑ Activity 1: Checkpoint

Answer the following questions.

1. What was the 'Miracle on the Rhine'?

2. What was Sputnik 1?

3. Why did the Soviet economy improve quickly after the Second World War?

4. What was the post-war Japanese education system based on?

Activity 2: Research Task

What happened to each of these countries after the Second World War? Write two or three facts about each one.







Activity 3: Discussion Point

Discuss these three critical thinking questions with two or three other students. Take notes of the discussion.

1. Why do you think so many national economies improved after the Second World War?
2. What do you think would be some of the challenges of having four different Allied Powers controlling a German city?
3. What do you think are some of the challenges the United Nations might face in its role as an international organization?

Your ideas	Your partners' ideas

Activity 4: Writing Task

Imagine that you are a soldier returning home from many years at war. Write a diary entry describing the challenges you are facing in your hometown. What can you do to overcome these challenges.

Activity 5: Thinking Task

It takes many years of difficult training to become an astronaut. But it's also one of the most exciting and interesting jobs in the world. What do you think would be some of the challenges and rewards of being an astronaut? What kind of training and education do you think astronauts need? What do you think a typical day in the life of an astronaut would be like?

Lesson 2: Pandemics and Disasters — Responses Through the Ages

- **How do diseases spread?**
- **What is the best way for governments and medical institutions to communicate information about pandemics?**



Key Vocabulary

catalyst	outbreak
plague	immune system
bacteria	quarantine
organism	sanitation
contagious	

Pandemics—Responses Through The Ages

Throughout human history, diseases have appeared and spread through the population, causing great death and destruction. Over the centuries, humans have had to coordinate their efforts in a number of different fields to combat these diseases: medicine, politics, technology, and social science. At the same time, there have been many misunderstandings on how to best handle these crises, as well as violent overreactions. As time has gone on, human understanding of how diseases operate has evolved and increased. However, the global interconnectedness of modern times has created new levels of complexity in the control of these diseases. It is a valuable exercise to look at how pandemics and diseases have emerged through the ages, and how they have acted as **catalysts** for new advancements in medicine and technology. By analysing human response to early plagues, scientists and historians can learn lessons about how to prepare for and overcome them when they appear in the future. Meanwhile, scientists need to also understand how the complexities of global movement and migration can help spread these diseases all around the world in a matter of weeks and days.

The Three Plagues



A **plague** is a disease that is caused by **bacteria**, which are tiny **organisms** that live in the bodies of larger creatures. The plagues that bacteria cause are highly **contagious** and can spread quickly through a large population. In human history, there have three major **outbreaks** of the plague: the Justinian Plague in 541 CE, the Black Death in 1347 CE, and the third pandemic of 1894 CE. Each of these plagues

was devastating, and they were all caused by the same bacteria, called Yersinia pestis. The bacteria were carried on the bodies of tiny fleas, which lived on rats and other small animals. When a flea bit someone, the bacteria carrying the plague was transmitted from the flea to the person. That person could then easily transmit the plague to others by coughing. The crowded conditions of early cities, along with poor understanding of hygiene made the plague particularly dangerous.

During the 6th century CE, the plague was not well understood, and conditions of cities at the time made it difficult to slow down the spread of the disease. However, that does not mean that there was no knowledge of disease at the time. The Greek physician Galen (129-217 CE) was the primary source of information about the spread of disease, and physicians spent several years studying his teachings at the great Library of Alexandria in Egypt.

The most common method of treating disease was called humourism. At the time, people believed that the body had four humours, or four types of bodily fluids, and these were the keys to its health. Disease was caused when these humours were out of balance. Physicians were aware of the importance of the body's **immune system** for fighting illness. This would be the main approach to general health until the late-19th century, when a more accurate understanding of virology developed.



One of the longest-lasting impacts of the three plagues was the development of public health. The Greek physician Galen experienced the Antonine Plague of 165 CE. In his writings, he described the symptoms and effects of this plague and its treatment. Later, during the time of the Black Death, plague doctors inspected cases and recommended isolation. New hospitals were built specifically for the isolation of plague victims. Ships from abroad were restricted to ports for forty days to try to prevent the plague from spreading into the cities.

Over 1,000 years ago, Ibn Sina, a famous Muslim physician and philosopher, advised people during a plague to avoid lingering in the marketplace. He recommended that when in public to cover the mouth and nose. The ruler at the time had the military enforce Ibn Sina's advice until the disease subsided.

In Italy during the late 16th century, special **quarantine** stations were built for maritime travellers. These were called lazarettos. Governments used the military to enforce sanitary cordons, which prevented people from spreading diseases from one region to another. Military troops set up fences or walls around infected areas and used weapons to prevent people from entering or leaving these areas.

These were early attempts by societies to develop an organized public health response for emergencies. After the French Revolution of 1789, the Paris School of Medicine was established. At the Paris School, students learned that the humourism of Galen was not an accurate understanding of how the human body functioned. They learned that plagues and diseases were spread by contagion and not related to the humours of the body. Each disease was different, and needed to be studied and treated differently. At the end of the 18th century, a better understanding of the connection between **sanitation** and health emerged in France. In the 1830s, a movement began in Britain to clean up British towns and cities.

Public Health Organizations

Over the next several decades, the world became more interconnected through international travel and communication. Organizations were established to give advice on public health issues and educate people on the dangers of diseases and pandemics. The International Sanitary Conferences were held in 1851 to discuss how to fight deadly diseases such as cholera and the bubonic plague. The League of Nations, which was established after the First World War, formed the Health Organization of the League of Nations. This was in response to the Spanish Flu of 1918, which killed between 20 and 50 million people within two years. When the League of Nations became the United Nations after the Second World War, the World Health Organization (WHO) was founded. The goals of the WHO are to promote global health, develop new technologies and approaches for improving health, and come to the aid of countries with health emergencies.

Nowadays, the WHO and other national health organizations and news media work to make the world aware of pandemics when they start to occur. National governments then discuss the best steps to take to stay safe during pandemics by consulting health experts. Communication becomes important to make sure the public receives a clear and consistent message about how to behave during a pandemic. Health organizations also work hard to push countries to follow safer practices.

☑ Activity 1: Checkpoint

Answer the following questions.

1. Which of these plagues occurred first?

2. What is the purpose of a sanitary cordon?

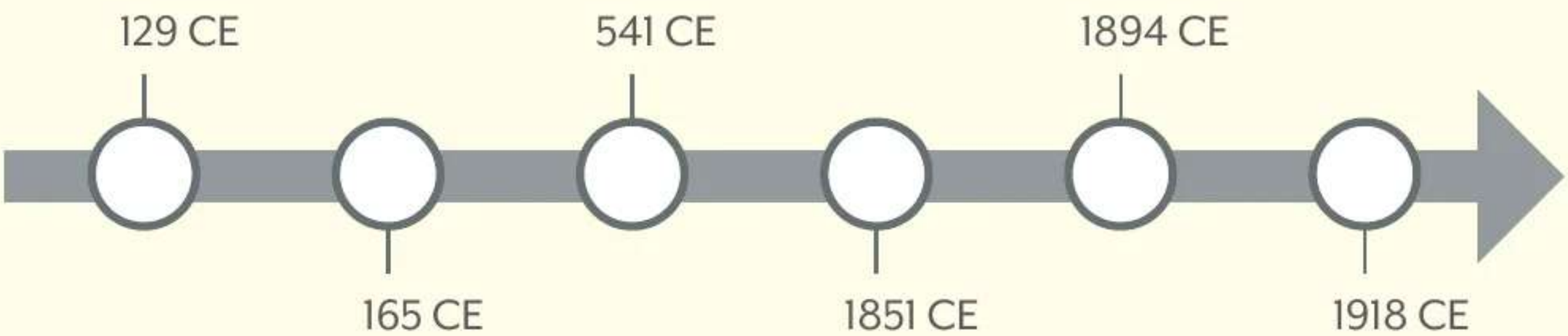
3. What were the humours?

4. What does WHO stand for?

Activity 2: Research Task

Write the historical events of the next to the year in which they occurred.

1. the Justinian Plague outbreak	2. the birth of Galen	3. the Spanish Flu outbreak
4. the third pandemic outbreak	5. the International Sanitary Conferences are held	6. the Antonine Plague outbreak



Activity 3: Discussion Point

Discuss these three questions with two or three other students. Take notes of the discussion.

1. Why do you think Italy built the lazarettos?
2. Why do you think physicians believed in Galen's theory of humourism for such a long time?
3. Imagine you are a plague doctor during the time of the Black Death. Knowing what you know now about health, what precautions would you take? How would you carry out your duties?

Your ideas	Your partners' ideas

Activity 4: Writing Task

What can the study of human response to pandemics through history teach us today? What lessons have we learned that we can use to protect ourselves from new pandemics?

Activity 5: Thinking Task

A medical scientist studies human diseases and conducts research in order to find cures and improve human health.

Medical scientists work in laboratories and use state-of-the-art equipment and technology in their jobs. It is due to the hard work of medical scientists that we know so much about disease, physical health, and the human body. Without medical scientists, our knowledge would be very limited.

Medical scientists first start their journey by studying a field like chemistry or biology. They then specialize in particular areas of medical research. If you could be a medical scientist, what health issues would you like to focus on? What would you like to accomplish as a medical scientist?

Lesson 3: Modern Migration Patterns

- **Have you ever lived in another country?**
- **What advice would you give to someone who wants to move to another country?**



Key Vocabulary

migrant	**flee**
emigrate	**drought**
refugee	**famine**
malnourished	

Modern Migration Patterns

Throughout human history, people have moved in groups from one place to another in search of food and better living conditions. Large-scale human migration has taken place several times, from around 50-70,000 years ago and again after the Ice Age, about 20,000 years ago. In the past century, migration patterns have evolved, along with globalisation, international conflict, and social and ethnic pressures. Modern travel has made it easier for people to move from one country to another. National immigration laws provide a legal framework to give foreign residents certain civil rights and liberties. Travel visas and passports have become well-regulated and computers and databases can track international movement. Generally, most forms of modern migration can be classified in one of three ways: economic migration, political migration, and environmental migration.

Economic Migration



Economic migration is when people move to a new country to look for employment opportunities. Chinese immigrants came to Europe and North America in the mid-19th century, either to find jobs or because they were hired by companies. They usually settled together in the cities they had immigrated to, establishing their own businesses or working for local companies. For example, from 1863 to 1868, roughly 15,000 Chinese workers helped build the first railroad to completely cross the United States.

Nowadays, **migrant** labourers from Mexico, Central and South America travel to the United States and Canada to work on farms. People from

Southeast Asian countries and from the Indian subcontinent travel abroad to work for construction companies, hotels, restaurants, and many other businesses. Migrants from African countries immigrate to Europe to work there.

Political Migration

Sometimes the political situation in a country is unfavourable to one or more groups of people living in that country. People may either decide to **emigrate** from their home country due to these pressures, or they may be forced to emigrate by military force. Currently, nearly 80 million people around the world have been forced to move away from their home countries. Civil wars in countries such as Syria, Afghanistan, South Sudan, and Somalia have caused a massive migration of people to neighbouring countries. These people, called **refugees**, live in poverty, with little food, clean water, and safe housing. When large numbers of refugees live within the borders of foreign countries, it can create a humanitarian crisis. Health care is limited and refugees are often **malnourished**, which puts pressure on the host country's health care system. Refugees often suffer from psychological traumas from the effects of the conflict that forced them to **flee**, as well as from the stress of living in poor conditions without support structures. Refugees may feel isolated from the culture and social structure of their host country, which can cause further stress.

Environmental Migration

Environmental disasters have long been one of the leading causes of human migration. Massive floods, earthquakes, and volcanoes can all cause people to flee to safer places. Longer-term disasters, such as **drought** or **famine**, are often accompanied by migration, as

people must leave their homes for safer places. Between 1845 and 1855, for example, Ireland experienced one of the worst famines in history. More than 1.3 million Irish people immigrated to countries such as the United States, Australia, and Canada to escape the famine.

As climate change leads to increasing desertification and rising ocean levels that will threaten coastal areas, environmental migration is likely to increase in the future. Massive numbers of people may need to leave coastal cities and move further inland. Global warming will also likely lead to increased flooding, which would be disastrous for low-level island nations, such as the Maldives and Tuvalu. People living in these areas will need to migrate to other countries.

The United Nations is the international organization that deals with forced migration issues and managing refugee crises. In 1950, the United Nations High Commission for Refugees (UNHCR) was created for this important purpose. The UNHCR holds conferences to analyse the causes of forced migration and discuss possible solutions. In 2016, the UNHCR drafted a proposal that covered a wide range of issues, such as how to govern and monitor refugees, how to give them the education and health care they need, how to feed and educate them, and how to eventually repatriate them to their home countries.

As climate change creates more unpredictable environmental challenges, the migration of refugees is not likely going to decrease in the near future. The international community will need to continue looking for effective solutions to manage this ongoing crisis.

☑ Activity 1: Checkpoint

Answer the following questions.

1. Where did the famine of 1845-1855 occur?

2. Who helped build a cross-country railroad in the 19th century?

3. What is one of the results of climate change?

4. Moving to another country to find a job is an example of which type of migration?

☑ Activity 2: Checkpoint

Write three or four facts about type of migration mentioned in the text.

Economic Migration



Political Migration



Environmental Migration



Activity 3: Discussion Point

Discuss these three questions with two or three other students. Take notes of the discussion.

1. What systems do we have in place nowadays that make migration much different from past centuries?
2. What are some of the advantages of modern travel? What are some of the disadvantages?
3. What do you think are some of the challenges that the UNHCR might face? What are some possible ways to overcome these challenges?

Your ideas	Your partners' ideas

Activity 4: Writing Task

Have you ever lived in another country for a long period of time? If you have, what advice do you wish you could have given yourself before you moved? If you haven't, imagine that your family is planning to make such a move. What would you do? How would you prepare yourself?



Activity 5: Thinking Task

Community outreach is a program that many towns and cities have to help people with problems. Community outreach programs offer social activities for senior citizens, help for students, and support for those who have had traumatic experiences in their lives What kinds of programs might a volunteer help out with in community outreach? Can you think of any community outreach programs in your town or city?

Student's notes

Student's notes

Student's notes