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MORAL, SOCIAL AND CULTURAL STUDIES



Moral, Social and Cultural Studies

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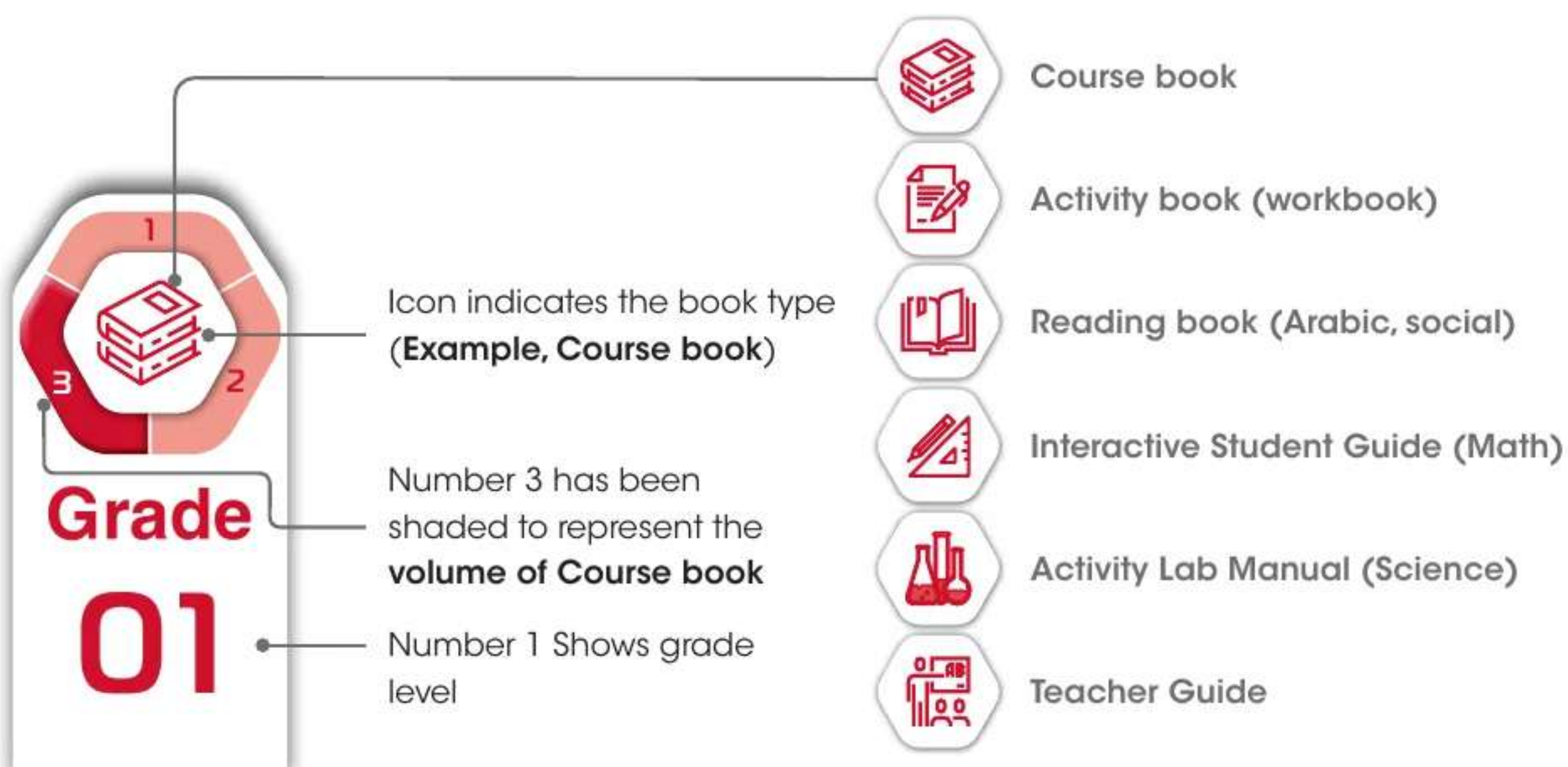


Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Table of Contents

Unit 4: Working Together 6

Lesson 1: Circle Time	8
Lesson 2: Being Thoughtful	18
Lesson 3: We're Good Friends	26
Lesson 4: Teamwork	34
Lesson 5: Working in a Group	42

Unit 5: Understanding U.A.E Culture 52

Lesson 1: What is Culture?	54
Lesson 2: Food and Culture	62
Lesson 3: Hospitality and Culture	72
Lesson 4: Cultural Diversity	81
Lesson 5: Cultural Identity	88

Unit 6: Resources and the Environment 96

Lesson 1: Natural, Capital and Human Resources	98
Lesson 2: Reduce, Reuse and Recycle!	106
Lesson 3: Resources and Trade	114
Lesson 4: The UAE Economy	122
Lesson 5: School Project	130



Unit 4

Working Together

Lesson 1: Circle Time.....	8
Lesson 2: Being Thoughtful.....	18
Lesson 3: We're Good Friends.....	26
Lesson 4: Teamwork.....	34
Lesson 5: Working in a Group.....	42



Do you share your feelings with friends and family members?

Why is it important to think about the feelings of others?

How do you and your friends help each other?

Why can you achieve more when you work in a team?

What can you learn from working in a group?



Lesson 1

Circle Time

Why is it important to talk about how you feel?

Why is it important to respect other people's opinions?

What can you do to be a good listener?



opinion
respect
positive
negative





Activity 1

Sit in a circle with your classmates and take it in turns to say how you're feeling. Then, discuss the reasons you're feeling this way with your classmates.



Activity 2

Bassam Presents his Project

Bassam had a school project about the Special Olympics. He asked his mother to help him research famous athletes of determination. Together, they found lots of information about athletes of determination. They found out about the countries they represented and the different sports they competed in.

When they finished the project, Bassam was very proud of their work.

"Thanks for helping me, Mum. I think the teacher will be very happy!" he said.

The next day was presentation day! The children got ready to talk about their projects. Some of the children were very nervous.

Soon, it was time for the first student to stand in front of the class.

"Let's try presenting our projects a different way today," said the teacher. "I'd like you all to sit in a circle. You can sit here."

The teacher showed the class a circle of green cushions on the floor.

"Do you know you can hear the sea when you put a conch shell next to your ear?" asked the teacher.

"Well, today we're going to sit here and listen to each other talk. We're going to show that we're interested in hearing what everyone has to say."



The teacher took out a big conch shell from her bag and gave it to Bassam.

"Bassam, you can go first," she said.

Bassam took the shell and sat down on one of the cushions.

"Bassam is going to hold this shell and tell us all about his project," the teacher said to the class. "When Bassam holds the conch, there are five rules that the rest of the class must follow."

"What are the rules?" asked Muzna.



Questions

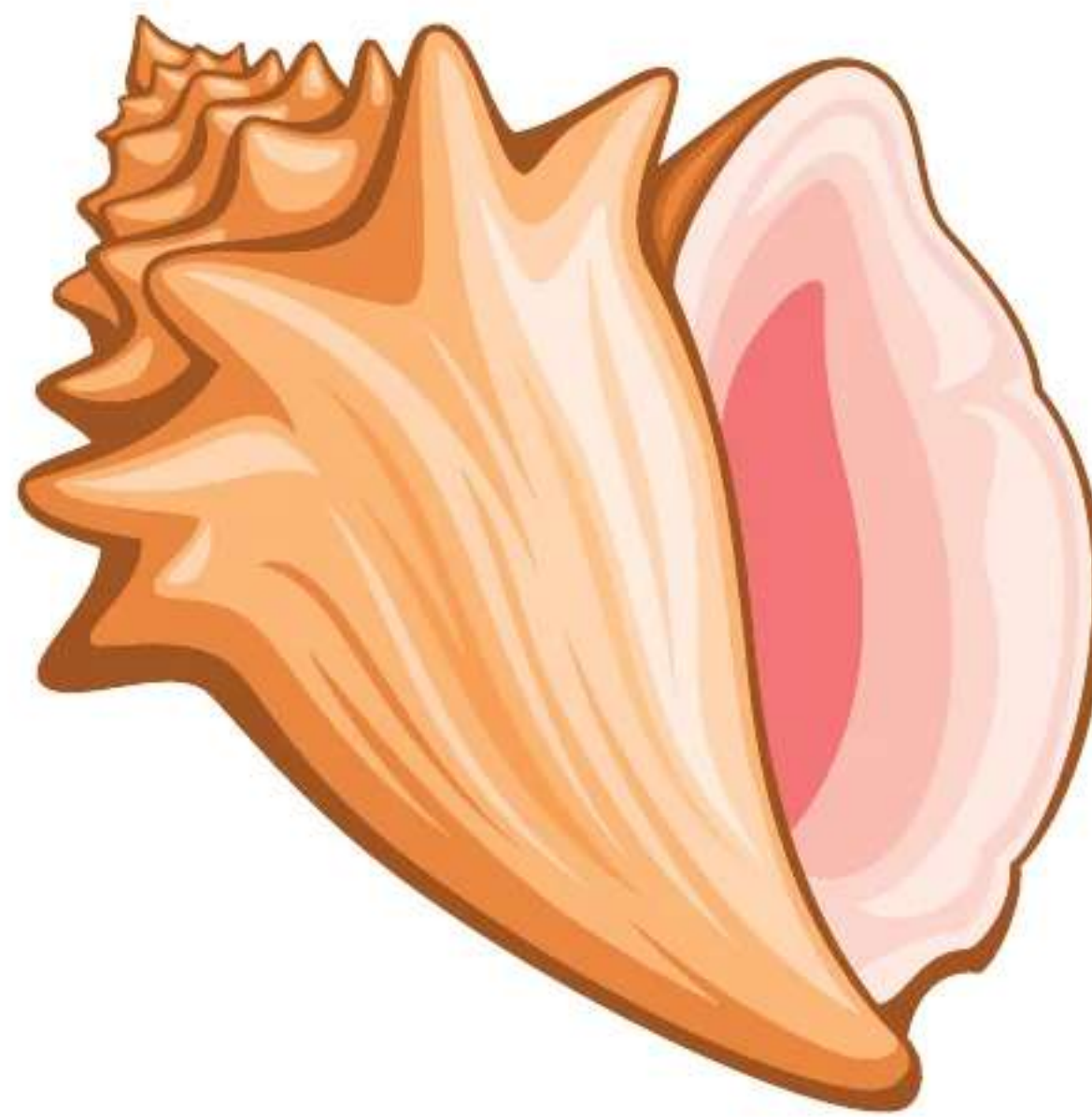
- » Why are some of the children nervous on presentation day?
- » Why do the children sit in a circle?
- » Why does the teacher ask Bassam to hold the conch shell?
- » Why is it important to take it in turns to speak in class?



Let's Think

“While Bassam holds the conch, there are five rules that the rest of the class must follow.”

What do you think the five rules are? Why are these rules important?



Activity 3

Now, let's try Circle Time again! This time, take it in turns to say something positive about the person sitting on your right.

Then, go around the circle again. Can you remember what was said about each person?



Activity 4

Look at the feelings below and talk about them with your classmates. Then, write the words in the tables.

happy	miserable	confused	worried
	proud	embarrassed	
nervous	kind	thoughtful	excited

Positive	Negative






Activity 5

Every day we experience different feelings. Some feelings are positive; other feelings are negative and we need to learn what to do when we have negative feelings.

Work with a partner and talk about the negative feelings you listed in Activity 4. Discuss how you can deal with these negative feelings.



Activity 6

Listening to what other people have to say shows that you respect their opinion and feelings. If you listen to what others have to say, they will listen to you too.

Read the sentences below. Tick (✓) the sentences that describe a good listener and cross (x) the sentences that describe a bad listener.

- ☐ Looks at the person who is speaking.
- ☐ Concentrates on what the speaker is saying.
- ☐ Fidgets and stops listening to the speaker .
- ☐ Raises their hand to ask a question.
- ☐ Interrupts the speaker when they are talking.
- ☐ Looks out of the window at what is going on outside.
- ☐ Stays quiet.





Lesson 2

Being Thoughtful

Why should you consider the feelings of others?

How do you know how someone is feeling?

What can you do to make someone feel better?



situation
thoughtful
complain
help



Activity 1

Look at the different situations in the pictures and discuss the questions with your classmates.

- How do you think the children are feeling?
- Why do you think they feel this way?
- What could you do help them feel better?



Activity 2

Bassam Has Something to Say

Bassam couldn't wait to get to school! It was his favourite day!

Once a week, the teacher asked the children in Bassam's class to share their news. Everyone loved to hear their friends' interesting and exciting stories.

Usually, Bassam sat quietly and listened to the other children share their news. They would tell the class about a family wedding, a new movie they saw at the cinema, or a day out at the zoo.

News — big news! He couldn't wait to tell his classmates!

When everyone was sitting down, the class started.

"Maitha, today it's your turn to go first. What's your news?" asked the teacher.

Maitha started to tell the class about the new car her parents bought. She was very excited about it. But then...

"Bo-o-o-ring!" shouted Bassam. The other children started to giggle.

"My news is MUCH more interesting," he said.

"Now, Bassam," said the teacher. "You'll have your turn. Let Maitha finish."

"But Mrs. Nuha, I want to tell my news NOW," Bassam complained.

"Last night my parents told me..."

"Enough Bassam!" the teacher stopped him.

The teacher thought about how to get the children to take turns and listen to each other. Then, she had an idea!

"OK children. It's time for recess," the teacher said thoughtfully.

When the children returned to class, they saw a circle of cushions on the floor.



Questions

- » Why was it Bassam's favourite day at school?
- » Why was Bassam complaining when Maitha was speaking?
- » How do you think Maitha felt when Bassam wouldn't let her finish speaking?
- » What would you do if you were Bassam?



Let's Think

What do you think the teacher's idea is? How do you think her idea will help the children?

Activity 3

Read the sentences about Bassam's classmates. Then, write sentences about how you think the children in each of these situations felt and why they felt that way.

1. Someone used a marker to scribble on Shamsa's new pencil case.

2. Hamda was ill yesterday and missed school. Her friends called to ask how she was.

3. Everyone laughed when Saif tripped and fell as he was running for the school bus.

4. Someone offered to help Dana get a book from the top shelf.

Activity 4

It is not only our friends who we should help. Work with a partner and discuss why you think these people need help? What could you do to help them?



Activity 5

Think about a time when you felt that everyone else was enjoying an activity and you felt left out. Tell your story to a classmate and remember to discuss how you felt.







Lesson 3

We're Good Friends

What can you do to be a good friend?

What qualities does a good friend have?

When have you been a good friend to someone?



quality
popular
patient
behave





Activity 1

Being a good friend is important and having good friends makes our lives better. Good friends will always be there if you need help.

- 🌀 Do you agree? Why? Why not?
- 🌀 Think of three ways that your friends help you every day.



Activity 2

A New Friend for Bassam

Bassam was very excited. His parents told him they were going to have new neighbours!

A new family was moving next door and they had a ten-year-old boy. Bassam was thrilled! He'd never lived next door to a friend before.

"We'll be able to play together. We'll have new adventures. I can't wait to meet him," he thought.

When his new neighbour moved in, Bassam wanted to get to know him straight away. He begged his mum and dad to invite the new neighbours over.

"Please, can we have the neighbours over for coffee? I'm sure the boy is missing his old friends and feeling lonely," Bassam pleaded with his parents. His mum and dad looked at each other and smiled.

"You're such a thoughtful boy, Bassam," Bassam's mum said.

The next day, the new neighbours came over for coffee. The boy's name was Andrew and Bassam thought he seemed like a shy boy.

"I miss my old friends," Andrew said to Bassam quietly. "We used to have so much fun together. And I knew that I could always count on them to help me when I needed it."

Andrew looked sad as he remembered his old friends. Bassam thought about how he could make Andrew feel better.



"Don't worry," he said. "I'll be your friend. Let's play, it might make you feel better. Do you want to look through my games and decide what you'd like to play?"

For the first time that day, Andrew grinned.

"I think that's a great idea," he said to Bassam. He had found a new friend.



Questions

- » Why was Bassam excited about the new neighbours?
- » Why does Bassam's mum call him a 'thoughtful boy'?
- » Why was Andrew feeling shy when he met Bassam?
- » Why do you think Andrew is missing his old friends?



Let's Think

Do you think it's easy to make new friends? How can Andrew make new friends?

Activity 3

Our friends have qualities that we like. Look at some of the qualities a good friend might have. Put the qualities in the order that you think are most important.

thoughtful

popular

helpful

patient

kind

funny













Activity 4

Write about your top three qualities in a friend. Why do you think these qualities are so important?



Quality: _____

Why it's the most important:



Quality: _____

Why it's important:



Quality: _____

Why it's important:

Activity 5

Work with a partner. Read the sentences below and talk about how you think the person would feel.

1. You tell them you really don't like their drawing.
2. You offer to help them with some difficult homework.
3. You tease them about a mistake they made in their homework.
4. You invite them to come to your house after school.



Activity 6

Work in groups. Write a short story about a time when you behaved as a good friend. Then, share your story with your group.





Lesson 4

Teamwork

What are the benefits of working in a team?

What should you do when you're working in a team?

What shouldn't you do when you're working in a team?



teamwork
contribute
benefit
collaborate





Activity 1

Have you ever heard these sayings before? What do they mean? Think of examples of when you could use the sayings.

Many hands make light work.



**Alone we can do so little;
together we can do so much.**



Activity 2

The School Gets a New Garden

One day, the teacher came into the classroom carrying a big box. "What's in the box? What's in the box?" said the children together excitedly.

"The teachers have decided that the school needs a new garden!" announced the teacher.

"A garden?" asked Bassam. "There's no space for a new garden in this school."

"Gather around and see for yourselves," said the teacher.

The children stared at the contents of the box. There were small flowerpots and some bags of soil. There were little envelopes of seeds too. There were paintbrushes and jars of paint.

There were lovely stencils of different flowers as well. The teacher explained that some of the local shops got together and donated money to the school.

The teachers had a great idea for a new school garden. So, one day they all went out and bought materials with the money.

"And now, it's your turn," she said. "Each class will plant some seeds and place the pots along the windows in their classroom. Each class is going to contribute to making our new schoolyard wall. We'll paint our garden," she said.



Questions

- » What materials were in the box?
- » How were the teachers able to buy the materials?
- » What was the teachers' great idea?
- » How will the children benefit from working as a team?



Let's Think

"Each class is also going to be responsible for a section of the schoolyard wall."

How can the children work as a team to make their new school garden? What problems could they have?

Activity 3

Being able to work as part of a team is important at school, at home and in your free time. Look and write about the pictures below. Think about:

- ④ What do you want to do?
- ④ Who is working in the team?
- ④ Why do you need to work as a team?
- ④ How do you work as a team?



Playing Soccer

Making Lunch



Class Project

Activity 4

Peer teaching is when students collaborate to teach each other. In your group, take turns to choose one of the lessons in this book and explain it to your classmates. Remember to:

- 🌀 Respect what others have to say.
- 🌀 Take turns to speak.
- 🌀 Answer any questions clearly.
- 🌀 Ask the other members of your group to contribute.
- 🌀 Solve any problems before moving on to the next activity.



Activity 5

Write a list of five important rules you should follow when you work in a team. Then, share your rules with your classmates.

Teamwork Rules!	
1.	
2.	
3.	
4.	
5.	



Activity 6

An acrostic poem is a poem which the first letter of each new line spells out a word or message. Work in a team and collaborate to make an acrostic poem about teamwork. Share your acrostic poems with your classmates. Decorate your poem.

T

E

A

M

W

O

R

K



Lesson 5

Working in a Group

Why is cooperation important when you're working in a group?

What different roles and responsibilities are there when you do group work?

How can you make decisions as a group?



**compromise
cooperate
role
responsibility**





Activity 1

Discuss the activities in the pictures below. Then, decide in a group which activity you'll do this weekend. Not everyone will be happy. You'll have to compromise!



Activity 2

A Project for Bassam

The last time Bassam did a project, he got his Mum to help him. The teacher was very impressed with the project and Bassam was proud.

The teacher has given the class another project. This time, it's about the world. The children have to choose a country and find out all they can about it.

"But this time, I want you to do it differently," said the teacher. "This time I want you to work in groups. You can't ask your parents for help."

Bassam was a clever student, but he always liked to work alone.

"Oh no!" he thought. But he quickly reacted positively. "Now that I have to work in a group, I'd better do it with students I enjoy spending time with."

"Shall we work together in a group?" Bassam asked Andrew and Mona.

Delighted, they immediately agreed.

"Where shall we start?" asked Andrew.

That evening, the group met at Bassam's house. They chose to do their project about Australia. Mona's uncle lives in Australia, so she said she can ask him for information about what it's like to live there.

"I'll find out about the flag and a bit of the history too." Bassam loves to draw, so he offered to draw pictures of a kangaroo and a koala.

"You know, they're animals that live in Australia," he told the others. Andrew thought for a minute. "My parents bought me a computer recently. I can go online and look for information about the food they eat there," he said.

"I wouldn't be able to do everything myself, but together, we're going to do a great project."



Questions

- » Do you like working on your own or in a group? Why?
- » Why do you think the teacher told the children not to ask their parents for help?
- » How did Bassam react to the teacher's request?



Let's Think

Why do you think the teacher asked the children to work together on the school project?

Activity 3

When we cooperate on a project, we can give group members different roles. Read about the responsibilities of different roles. Then, draw lines to match the roles with the responsibilities.

Speaker

The person who writes everything down for the group.

Leader

The person who collects and returns all the materials for the group.

Recorder

The person who presents the project and speaks for the group.

Time Keeper

The person who makes sure everyone in the group is working together.

Materials Manager

The person who makes sure the group finishes their project on time.

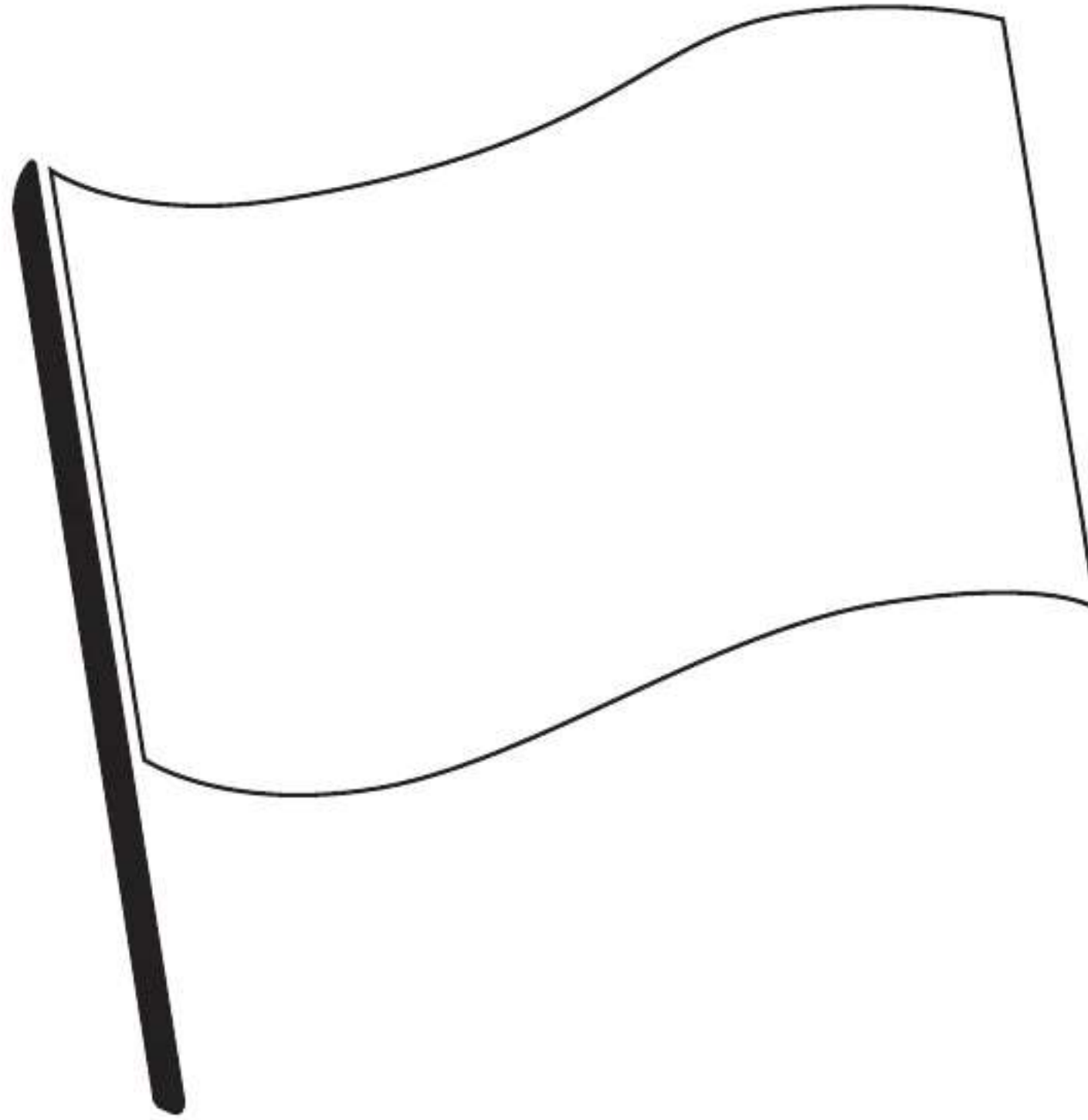
Activity 4

Work in groups. Imagine you are explorers who have found an empty island. Your job is to turn the island into a new country. Work together to complete these tasks:

- 🌀 Name your new country.
- 🌀 Design a flag.
- 🌀 Create a set of five laws for your new country.



Country Name: _____



Laws:

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 5

Discuss the following questions with your group.

- ④ How were decisions made in your group?
- ④ Are you all happy with the decisions that were made? Why? Why not?
- ④ How can you tell if a group is working well together?
- ④ How do you usually behave when making decisions with others?
- ④ Why is it important to be able to make decisions in a group?



Activity 6

Complete the feedback form about working as a team to complete your project.



Project Title: _____

Group Name: _____

Group Members: _____

I was on time and ready to work.	Yes	No	Sometimes
----------------------------------	-----	----	-----------

I contributed to the group project.	Yes	No	Sometimes
-------------------------------------	-----	----	-----------

I discussed problems with my group.	Yes	No	Sometimes
-------------------------------------	-----	----	-----------

I shared ideas with my group.	Yes	No	Sometimes
-------------------------------	-----	----	-----------

I spoke to group members politely.	Yes	No	Sometimes
------------------------------------	-----	----	-----------

I helped complete the project on time.	Yes	No	Sometimes
--	-----	----	-----------

My group was good at:

My group needs improvement with:



Unit 5

Understanding U.A.E Culture

Lesson 1: What is Culture?	54
Lesson 2: Food and Culture	62
Lesson 3: Hospitality and Culture	72
Lesson 4: Cultural Diversity	81
Lesson 5: Cultural Identity	88



How would you describe your culture?

What food is special to your culture?

Why is it important to respect people from other cultures?

What can we learn from other cultures?

How do you express your cultural identity?



Lesson 1

What is Culture?

Why is it important to learn about your culture?
Why is it important to learn about the culture of others?
How can you resolve cultural differences?



culture
tradition
values
beliefs





Activity 1

Look at the words in the culture word cloud and discuss the following questions with your classmates.

- ④ What words can you see in the word cloud?
- ④ What does each word mean?
- ④ How does each word relate to 'culture'?
- ④ How does each word relate to your culture?



Activity 2

Bread for Grandfather

One sunny morning, Reem's mother baked some delicious bread. She asked Reem and her brother to take the fresh bread to Grandad's house.

"It's a beautiful day, so you can walk to your grandfather's house. Hurry up and don't get distracted! Get the bread to him whilst it's still warm and fresh," she said.

"Don't worry Mum, we won't get distracted," said Reem and her brother together.

Reem took the bread from her mother. She called to her brother, and they headed out into the sunny street. Grandad's house was on the other side of town. It would take Reem and her brother about fifteen minutes to walk there.

Reem loved walking to her Grandad's house! She enjoyed walking through the neighbourhood and looking at all of her favourite places. When they reached the end of their street, Reem saw the building she liked the most!

It was a large, traditional building called a barjeel. Reem and her brother stopped, and they looked up at the beautiful architecture. Reem thought about how the huge barjeel caught the wind and kept all the people inside cool.



Then, something else caught her attention. She smelled incense burning. The smell was coming from the market on the other side of the road. She asked her brother to stay close and they crossed the road to explore the market.

As they wandered around the market, Reem saw a storyteller in a cafe wearing bright, colourful clothes. They moved closer to the storyteller so they could listen to what he was saying. His voice was soft and nice. He was telling a story she'd heard her granddad tell before. It was a beautiful story and Reem smiled as she remembered her grandfather telling it to her.

Suddenly, Reem remembered what her mum said. Reem had been so interested in the barjeel, the market and storyteller that she had forgotten the time! They had to take the bread to Grandad!



Questions

- » Is family important to Reem? How do you know?
- » Why does Reem enjoy walking around her neighbourhood?
- » What does Reem like about the barjeel?
- » What reminded Reem to take her Grandad the bread?



Let's Think

Is culture important to Reem? How do you know?

Activity 3

Remember the words from the culture word cloud from Activity 1. Think of more words to complete the table about UAE culture.

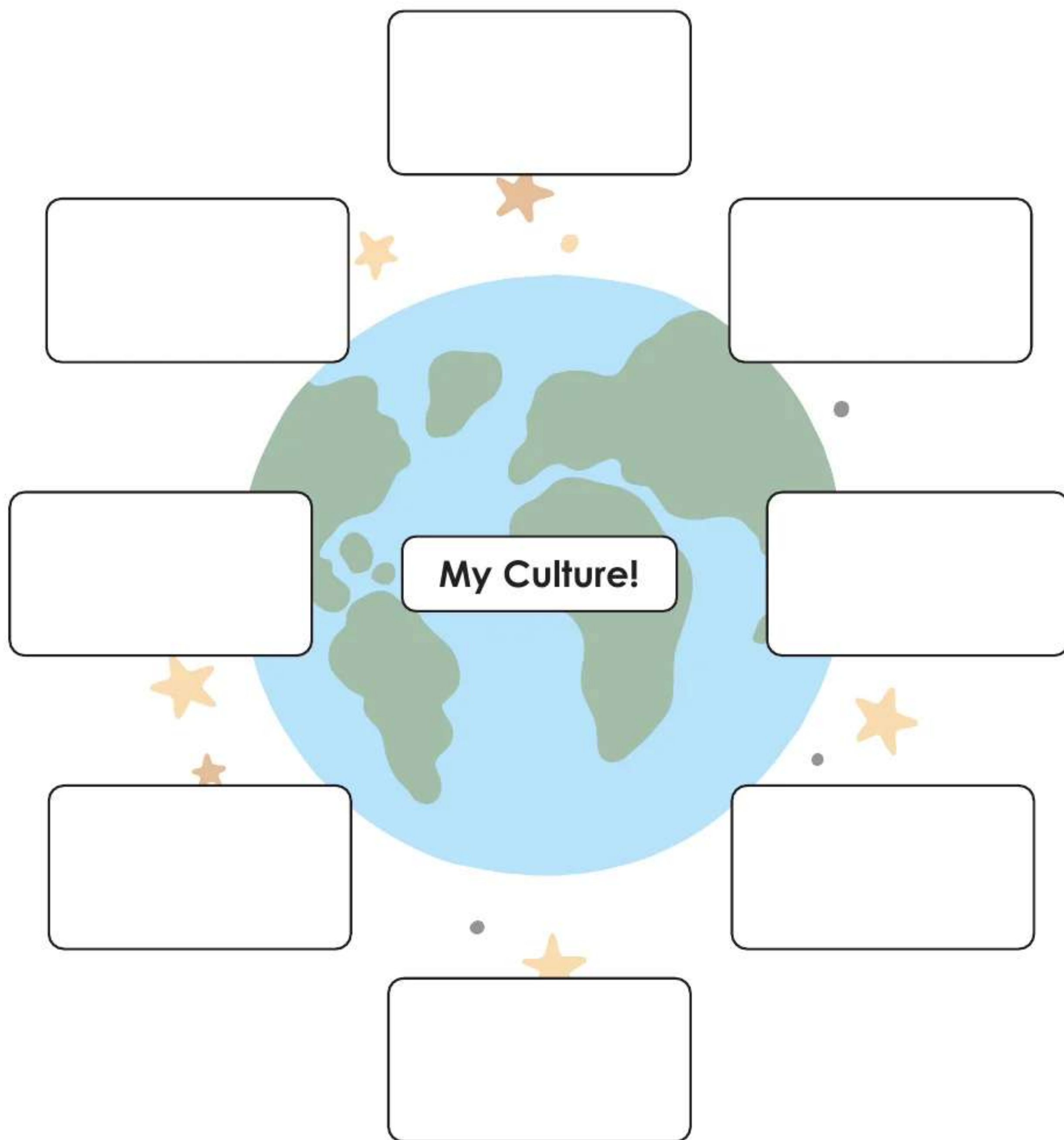
beliefs	food	celebrations	traditions
	art	values	
language	clothes	music	architecture

Traditions			
falconry			
pearl diving			
poetry			



Activity 4

What is special about your culture? Use the graphic organiser to write down your ideas. The categories from Activity 3 will help you.



Activity 5

Use your graphic organiser to help you write a paragraph about your culture. Then, share what you have written with your classmates. Ask and answer questions about what you have read.

My Culture



Activity 6

Based on what you learned today, what do you think culture is? Write your definition of the word 'culture'. Discuss your definition with your classmates.

Culture is:





Lesson 2

Food and Culture

What dishes are important to Emirati culture?

What can you learn about a culture through its cuisine?

What dishes are special to you and your culture? Why?



cuisine
dish
ingredients
meal



Activity 1

'Cuisine' is a style of cooking and preparing food. Every culture has its own special cuisine. Discuss the following questions with your classmates:

- ④ What Emirati dishes do you know?
- ④ What ingredients are used in Emirati food?
- ④ What's your favourite Emirati food? Why?



Activity 2

A Meal for Amanda

Reem was feeling very full. Her mother had made a very good meal, like always. Reem ate as much as she could, and now she was really full! She thought about how tasty the meal had been and how much she loved her mother's cooking.

"Are you excited about your friend coming to visit?" asked Reem's mum.

Reem had a good friend from the UK. Her name was Amanda. Amanda wanted to visit Reem in the UAE, so they arranged for her to come to the UAE to spend some time with Reem and her family.

Reem looked at the food on her plate and hoped that when Amanda came to visit, she would like her mum's cooking too.

"Do you think Amanda will like harees?" Reem asked her mum.

"I'm sure she will," her mum replied. "After all, it's popular around the world now. It's simply wheat and some meat. I'm sure they have something similar in the UK."

Reem wasn't too sure.

"It will be her first time here. I'm worried that she won't like the food," she said.

"Perhaps we could cook some ghuzi for her," her mum suggested. "That's very popular with the tourists here. They like the mix of nuts, vegetables and lamb."



"She certainly won't be hungry," Reem said, smiling.

"If she's very hungry," her mum replied, "we could always stuff a camel for her!"

"And we'll put a dish of hummus on the side, just to make her feel extra welcome," said Reem, laughing.

"Everybody is always welcome here, Reem," her mum said. "We always have food for our guests."

Reem didn't want to hear any more about food — well, not yet. Maybe later she would think about a stuffed camel...



Questions

- » What is Reem's attitude to food? How do you know?
- » Why does Reem's mother think Amanda will like harees?
- » Why does Reem's mother suggest ghuzi?
- » What other traditional UAE food do you know?



Let's Think

"Everybody is welcome here."

What does Reem's mum mean when she says this?
How do you make people feel welcome?



Activity 3

Write the numbers to match each example of Emirati cuisine with its description.

1. **Harees:** A popular traditional Emirati food. Harees is a mixture of meat, wheat and salt which is cooked for a long time. It's then mashed into a smooth paste.
2. **Balaleet:** A traditional breakfast dish that is sweet and salty. It's made with thin noodles called vermicelli. The noodles are cooked with sugar and spices and then an egg omelet is placed on top.
3. **Luqaimat:** A famous traditional dessert in the UAE. They are sweet, fried dumplings covered in date syrup.
4. **Al Machboos:** A dish prepared by cooking meat, spices and dried lemon, which is then mixed with cooked rice.



Activity 4

Work in groups to research and list different dishes from the UAE that fit in each of the following categories.

Breakfast

Lunch

Dinner

Drinks

Dessert

Activity 5

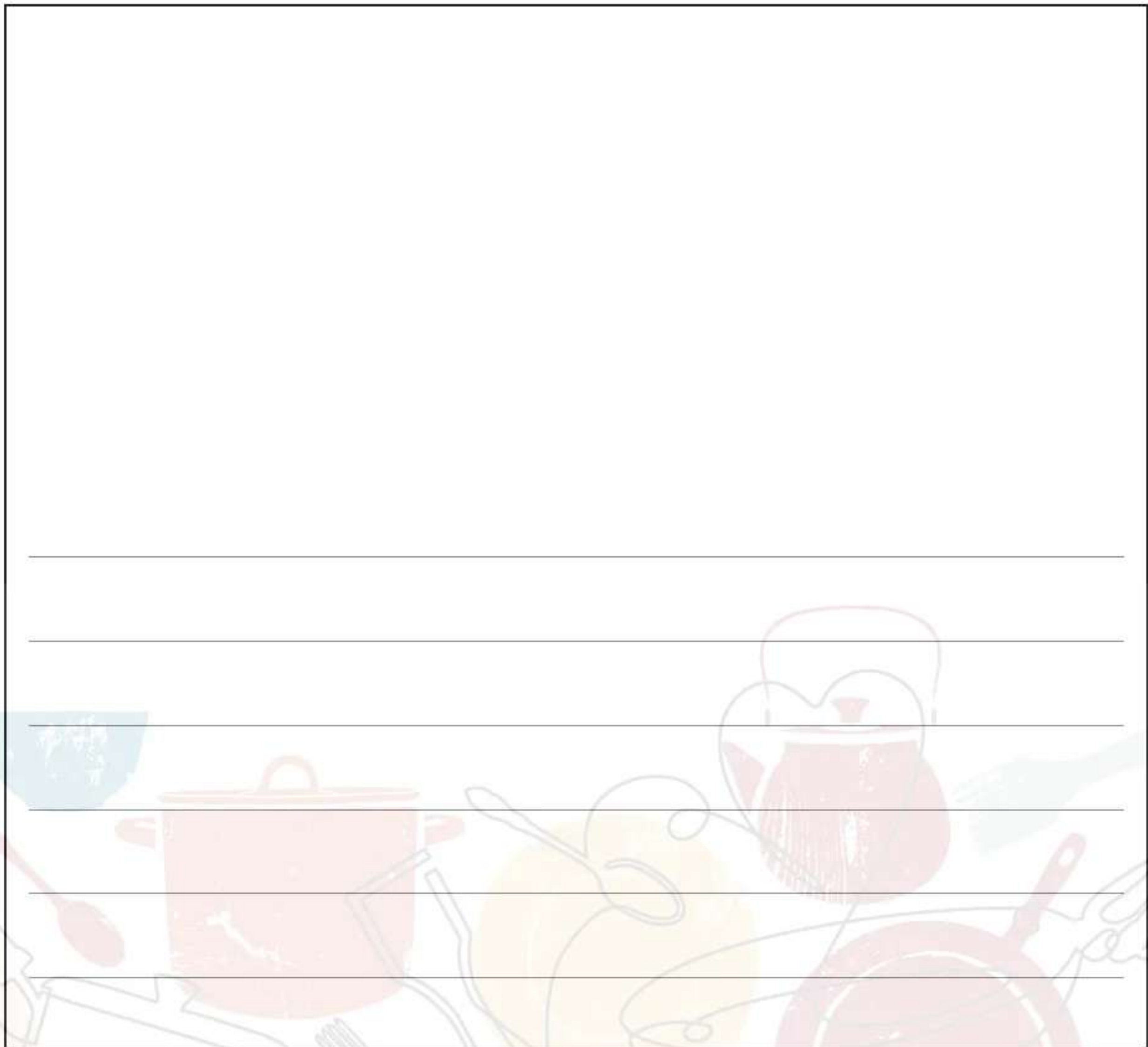
With your group, answer the following questions.

- How do you feel when you eat food from another culture? Why?
- How do you think people from other cultures feel when they eat Emirati food?



Activity 6

Describe and draw a picture of a dish that is special to your culture. Remember to write about where the dish is from, when it is eaten, what ingredients are used and how it is cooked. Then, present your dish to your classmates.



A large rectangular box for drawing and writing, with faint illustrations of kitchen items like a pot, teapot, and grater in the background.





Lesson 3

Hospitality and Culture

How are guests treated in Emirati culture?

How are guests treated in other cultures?

How can you behave politely when you visit someone else's home?



hospitality
manners
polite
impolite





Activity 1

Look at the picture below and talk to a partner about table manners. Which manners are most important in your home?



Activity 2

Amanda's Visit

It was almost time for Amanda's visit! Reem was very excited to see her friend and show her how people live in the UAE. Reem decided to call Amanda in the UK and ask her if she had any questions about her visit.

Amanda picked up the phone. She was very happy to speak to Reem. She had been thinking about the trip and she was worried about how she should behave. She had never visited the UAE before and she wanted to be polite to everyone she met there.

"It's great to talk to you, Reem!" Amanda said excitedly. "Can you tell me more about your culture? I know it'll be different to the UK and I don't want to be impolite."

"You don't need to worry too much," Reem said with a laugh. "You'll be made to feel very welcome. My father will greet you with a warm marhaba."

"Marhaba?" asked Amanda.

"That's a welcome," Reem explained. "And when you walk, he will let you take the lead. That is his way of showing that the guest comes first."



"I feel special already!" Amanda sounded very excited. "But what about the language, you know I don't speak Arabic. How will I understand what people say?"

"Oh, that's easy," Reem said. "Most of the people here speak English. You could also learn few Arabic words if you want!"

"That's a good idea! I would like to learn some words in Arabic," said Amanda.

"See, I told you there's nothing to worry about," laughed Reem. "You'll enjoy learning about our culture, and we'll have a great time in the UAE!"

Amanda began to relax. She was looking forward to her visit and she knew that Reem would be a good guide to the culture.



Questions

- » Why was Amanda feeling worried about her trip to the UAE?
- » What does Amanda want to know about the UAE?
- » What does Reem tell Amanda to make her feel better?
- » How does Amanda feel at the end of the story?



Let's Think

Would you be worried if you were going to visit a friend in a different country? Why? Why not?

Activity 3

Work in groups and write a guide for living in the UAE. Write five things that are polite and five things that impolite in Emirati culture. You can think about:

- 🌀 Greetings
- 🌀 Body language
- 🌀 Clothing
- 🌀 Family
- 🌀 Food

Compare your guide to other groups. Do you all agree on what is polite and what is impolite?

Polite

1. _____
2. _____
3. _____
4. _____
5. _____

Impolite

1. _____

2. _____

3. _____

4. _____

5. _____



Activity 4

When people visit our home, they expect a certain level of hospitality from us. However, we also expect certain behaviour from our guests. With your group, role play how you would welcome a family from a different culture into your home.



Activity 5

Write down five ways you can make someone feel welcome in your home.

How to make someone feel welcome:

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 6

Write down five ways you should behave when you are guest in someone else's home.

How to be polite when visiting someone's home:

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 7

Can you think of similarities and differences between Emirati culture and other cultures when it comes to hospitality?



Lesson 4

Cultural Diversity

What different cultures are there in the UAE?

How can you learn about the different cultures in the UAE?

Why is cultural diversity important?

**cultural diversity
flag
society
cultural map**



Activity 1

Write the names of the country where each flag comes from underneath.

1. UAE

2. Canada

3. The Philippines

4. Brazil

5. India

6. Japan

7. Egypt

8. The United Kingdom

















Activity 2

Best Meal Ever

"That was an amazing meal!" Amanda said as she sat down on the couch. "That was the best harees I have ever eaten. Shukran!"

"You are learning Arabic already! You said you ate harees in England," Reem said, puzzled.

"Yes," replied Amanda, "but it was never as good as that. The flavours are much stronger than in our food."

"I hope you liked that rutab," Reem said. She knew that not everyone liked dates.

"It was tayyeb!" Amanda started laughing. "The only fruit I usually eat are apples, oranges, and bananas. I don't think I've ever seen so much food before." Amanda looked at the empty table. It was hard to believe there had been so much food on it food earlier.

"That's how we eat here," Reem explained, "everything on the platter at the same time."

"We eat our meals in parts," Amanda said, "with a starter, a main course, and then dessert. I'm sorry I didn't start eating before everyone else. I usually wait for someone else to start. I didn't know you were waiting for me. Afwan!"

"It's okay! Look at you – you're learning more and more Arabic words. By the time you leave, you'll be able to speak so well!" Reem laughed.

"I am so happy about that. Ana aheb atkallam Arabi!" Amanda replied. Amanda was the best guest ever!



Questions

- » Why was Reem surprised that Amanda enjoyed the harees so much?
- » Why did Amanda wait for the other people to eat?
- » What did Amanda learn during her stay?



Let's Think

"Amanda was the best guest ever."

Why does Reem think that Amanda was the best guest ever?

Activity 3

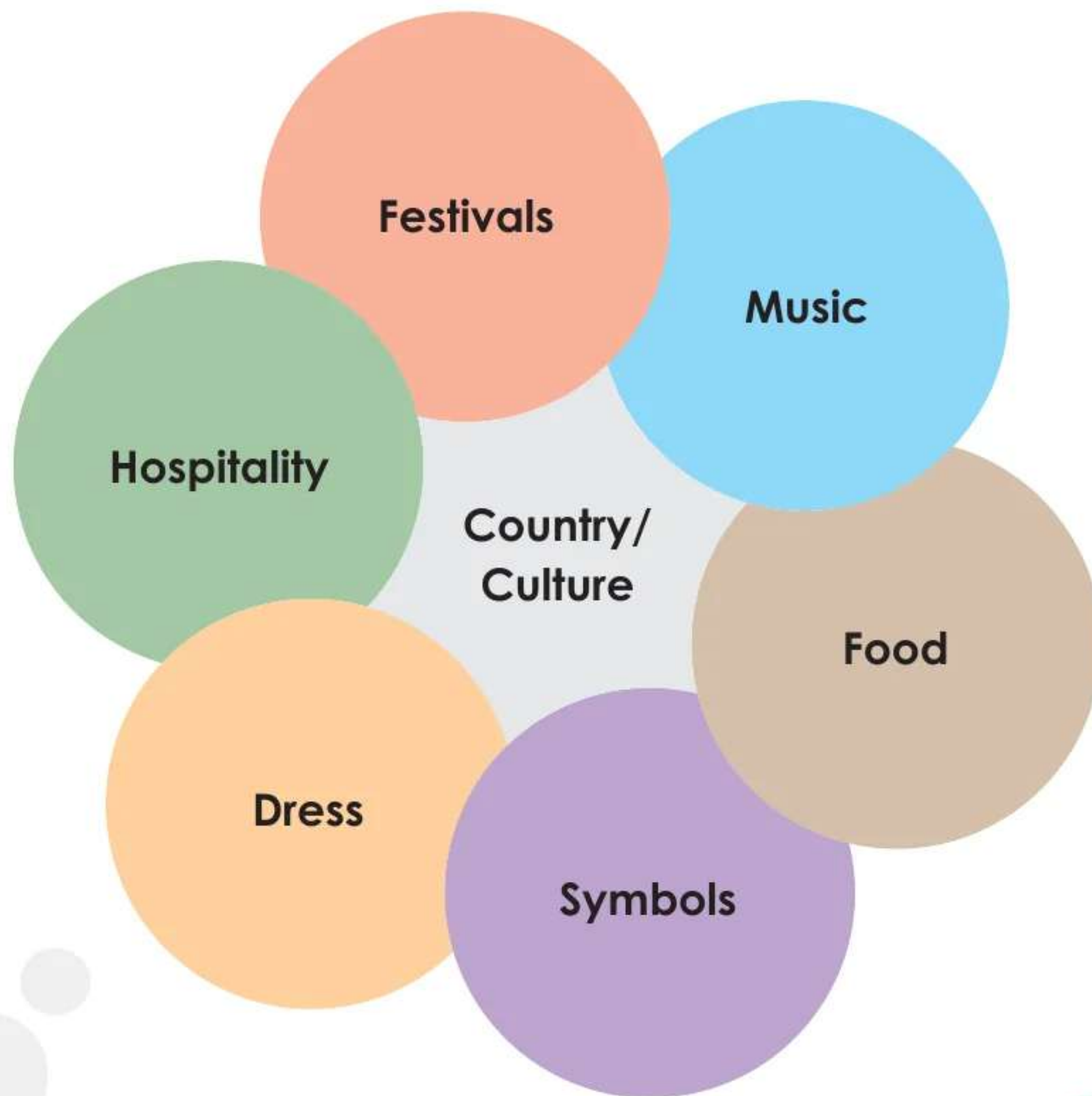
The UAE is a culturally diverse society. This means it's home to people of many different cultures. Discuss the questions below.

- 🌀 Where might you see cultural diversity?
- 🌀 How do we celebrate cultural diversity in the UAE?



Activity 4

Look at the example of a cultural map below. Cultural maps help us to understand different cultures. Create and decorate a map of your culture on a large piece of paper. Then, present your cultural map to your classmates.



Activity 5

Think about what you learned today. What do you think cultural diversity is? Complete the sentence below.

Culture Diversity is:





Lesson 5

Cultural Identity

What is cultural identity and why is it important?

How would you describe your cultural identity?

What are examples of cultural identity?



**cultural identity
passport
details
information**





Activity 1

Use your personal information to fill in your details in the passport below and draw a picture of yourself. Then, discuss the following questions with a partner.

- ④ What is an identity?
- ④ What is your identity?
- ④ Where can someone find the details of your identity?

First Name:

Last Name:

Date of Birth:

Address:



Activity 2

Grandpa, I Can't Find You!

It was time for Reem and her brother to bring bread to grandad again and this time Amanda went with them. As soon as they crossed the marketplace, they heard someone shouting "Reem!" They turned around quickly.

"Grandad?" Reem shouted back. They all looked around.

"How are we going to find your grandad in this busy marketplace where everyone is wearing kanduras, ghutras and agals?" asked Amanda.



Just then a hand was placed on Reem's shoulder. It was grandad!

"Come on. I hear you are bringing me some bread," he said.

Reem, her brother, Amanda and Grandad went to his house.

"It was not easy to see you in the marketplace, Grandad." Reem explained. "I wish you could see how Amanda was surprised when we found you. For her, everyone looked the same with their kandura, ghutra and agal."

"What do you expect, Reem? We live in the UAE, and the kandura, ghutra and agal are part of our cultural identity," said Grandad.

"Cultural identity?" Reem looked puzzled. "What's that?"

"It's how you identify yourself," Grandad explained.

"You see many things between your own house and my house that you wouldn't see in other places of the world, such as the great traditional buildings, the kandura, ghutra and agal. And the man playing the oud and singing!

Yes, that's right! Architecture, incense, storytelling, arts and our clothes are all part of our cultural identity, but there is much more to our culture too," Grandad explained.

Reem thought for a moment. She realized that there were things in her culture that she didn't always see. There's so much more to discover.



Questions

- » What is a kandura?
- » What are ghutra and agal?
- » Why did Amanda think that it was hard for Reem and her brother to find their grandfather?
- » What elements in the story make up Reem's cultural identity?



Let's Think

"There is much more to our culture too."

What else is part of Emirati culture?



Activity 3

Many things influence our cultural identity. With your group, make a list of five things that can influence cultural identity.

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 4

Think about your own cultural identity. With your partner, complete the cultural passport below.

My Traditions:

My Food:

My Festivals:

My Clothes:

Other Important Information:

Activity 5

Our cultural identity is an important part of who we are. Share your culture! Present your cultural passport to the class and tell your classmates about the favourite parts of your culture.



Unit 6

Resources and the Environment

Lesson 1: Natural, Capital and Human Resources.....	98
Lesson 2: Reduce, Reuse and Recycle!.....	106
Lesson 3: Resources and Trade.....	114
Lesson 4: The UAE Economy.....	122
Lesson 5: School Project.....	130



Why do people need natural, capital and human resources?

What resources can you reduce, reuse and recycle?

What resources are scarce? Why?

What businesses are there in the UAE?



Lesson 1

Natural, Capital and Human Resources

What different types of resources are there?

What resources do people need?

What resources do people want?



natural resources
capital resources
human resources
goods
services





Activity 1

Natural resources are materials and substances found in nature that can be used by people.

Write five examples of natural resources. Discuss how these resources are used with your classmates.



Activity 2

Natural, Human and Capital Resources

Nature provides people with many important resources that give us a better quality of life. Soil, air, food, water, sunlight and trees are examples of natural resources that people use every day. Air, rock, metals, oil, and salt are more examples of important natural resources. Without natural resources, people would not be able to live on the planet. We must do everything we can to protect nature.



Human resources are the people working to make goods or services. Goods are things like books, furniture, cars, computers, and buildings. Services are actions people do to help others.

Teachers, doctors, farmers, bus drivers, and police officers provide services. They are all examples of human resources.

Capital resources are goods which people use to make goods or provide services. Tools like hammers or drills are capital resources because they are used to make things.



Buses or metros are capital resources because they provide the service of transportation. People use natural, human, and capital resources to meet their needs.



Questions

- » Why do we need natural resources?
- » What human resources do you use every day?
- » What capital resources do you use every day?



Let's Think

"We must do everything we can to protect nature."

What changes can you make to help protect nature?

Activity 3

For each person or item below, say whether it is a natural (NR), human (HR) or a capital (CR) resource. Circle the correct answer for each question.

1. pilot	NR	HR	CR
2. television	NR	HR	CR
3. oil	NR	HR	CR
4. sand	NR	HR	CR
5. nurse	NR	HR	CR
6. goat	NR	HR	CR
7. scissors	NR	HR	CR
8. yacht	NR	HR	CR
9. gold	NR	HR	CR



Activity 4

Work in groups and walk around your school. List as many natural, human, and capital resources you can see.

[illegible]

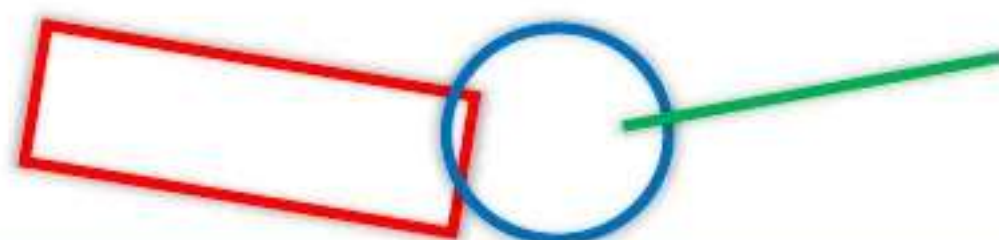
Activity 5

Talk to your classmates about the human resources needed to get your lunch today from the farm to your table. Think of as many as you can!



Activity 6

Read the story. Underline the natural resources, draw a rectangle around the capital resources and draw a circle around the human resources.



Mr. Hassan is a baker. He owns a busy bakery in the mall. He makes delicious cakes and sweets.

When he bakes a cake, he uses milk, flour, eggs, butter, oil, and sugar. He mixes the ingredients together in a bowl.

Then, he turns the oven on and pours the batter into a pan. After that, he puts the pan into the oven.

The cake bakes for 45 minutes. When the cake is done, the baker takes it out of the oven. He puts icing on the cake.

Then, he puts it on a shelf in the bakery to sell.





Lesson 2

Reduce, Reuse and Recycle!

What does it mean to reduce, reuse and recycle?

Why is it important to reduce, reuse and recycle resources?

What can you do to recycle more and help save the environment?



reduce
reuse
recycle
pollution





Activity 1

What can you recycle? Discuss with your classmates what items you think can be recycled.



Activity 2

Reduce, Reuse, and Recycle

Did you drink water from a disposable plastic bottle yesterday? If you did, what did you do with the bottle? Did you throw it away? Did you put it in a recycle bin? Did you reuse it?

A plastic bottle lasts at least 400 years. More and more plastics are thrown away and left in nature and plastic pollutes nature. Animals think that the plastic is food, so they eat it and eating plastic can kill animals.



Reducing means to use something less. You can reduce the number of plastic cups you use if you drink with a glass. Reusing means to use something again. For example, grocery stores often put things into plastic bags. You can take the plastic bags to the grocery store the next time you go shopping and use them again.



Recycling means to use the material again but in a different form. The toy horses in the picture are made from recycled car tires.



Questions

- » What does reduce mean?
- » What does reuse mean?
- » What does recycle mean?



Let's Think

“Plastic pollutes nature.”

Research examples of how plastic is polluting the natural world. Share your findings with your classmates.

Activity 3

Match the words to the definitions.

reuse

to use something less

reduce

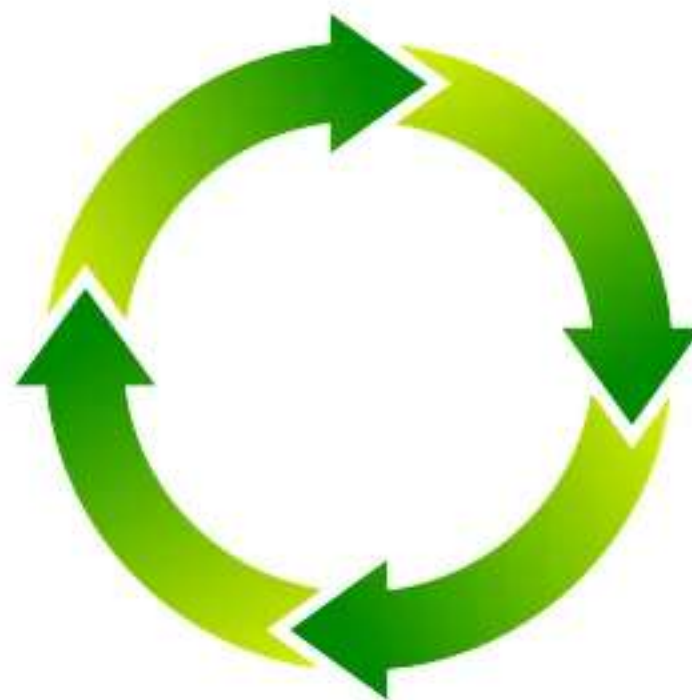
to use the material again in a different form

recycle

to use the same thing again



REDUCE



REUSE



RECYCLE

Activity 4

Why should we recycle plastic bottles instead of throwing them away? Write a paragraph explaining your answer. Then, share your answer with your classmates.



Activity 5

There are a lot of different things that we can recycle. Think about the recycling categories below and list three things for each.



Glass	<hr/> <hr/>
Paper	<hr/> <hr/>
Plastic	<hr/> <hr/>
E-waste	<hr/> <hr/>
Metal	<hr/> <hr/>
Organic	<hr/> <hr/>





Lesson 3

Resources and Trade

Why do people trade resources?

How do people trade resources?

What goods are traded by the UAE?



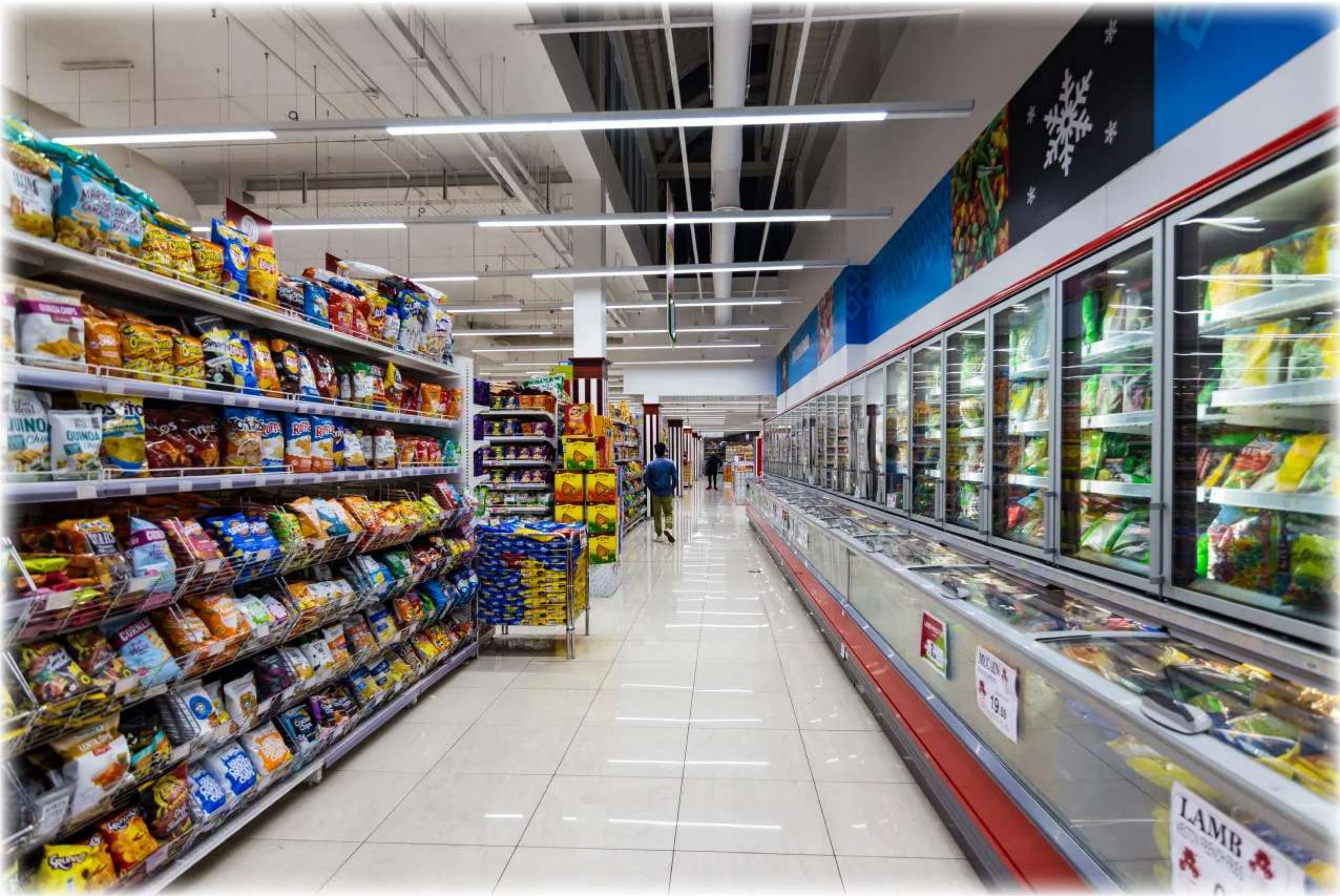
trade
scarcity
interdependent
needs





Activity 1

Imagine you are in a supermarket in the UAE. What goods do you think are made in the UAE? What goods do you think come from other countries? Discuss your answers with your classmates.



Activity 2

Resources and Trade

Countries trade resources to ensure that people have everything they want and need to live.

Natural resources that are traded include water, soil, wood, and oil. Capital resources are goods that people use to make other goods or to do a job. Examples of capital resources that are trade are tools, computers and cars.



No one has all of the resources they want and need. This means that some resources are scarce. Scarcity is when there isn't enough of something. People trade for things that they need and want but do not have.

When people need each other, they are interdependent. Trade develops when people are interdependent because they need or want things.

In this picture of two Native Americans, the man on the left has chickens but needs fruit. The man on the right has fruit but needs chickens.

The men are interdependent because they have a scarcity of some resources. The men trade resources to meet their needs.



Questions

- » What does scarcity mean?
- » What does interdependent mean?
- » How does interdependence cause people to trade?



Let's Think

What resources do people need? What would happen if they could not get these resources?

Activity 3

For each picture, write the name of the resource that is scarce.









Activity 4

Look at the pictures of different resources that are traded between countries. Order them in how important they are to people.



Activity 5

Write five resources that you think the UAE can trade with other countries. Then, write five resources you think the UAE needs from other countries. Discuss your answers with your classmates.

UAE Resources

1. _____
2. _____
3. _____
4. _____
5. _____

Resources the UAE needs

1. _____
2. _____
3. _____
4. _____
5. _____





Lesson 4

The UAE Economy

What goods and services did the UAE produce in the past?

What goods and services does the UAE produce now?

What goods and services will the UAE produce in the future?



business
economy
produce
consume





Activity 1

What businesses do you see in the UAE? What goods and services do these businesses produce? Discuss these questions with your classmates and write six goods or services produced in the UAE.



Activity 2

The UAE Economy: Past, Present and Future

In the past, fishing and pearl diving were main parts of the economy in the area that is now the UAE. Fishing provided food for people in the area. Pearls are used for beautiful jewellery. People all over the world wanted pearls, so pearl divers dove into the Arabian Gulf to find pearls.



Then, people sold the pearls to consumers here and from around the world.

In the 1960s, the emirates became a large producer of oil. After the emirates united into one country, the UAE continued to produce oil. Countries all around the world need oil. The UAE exported oil to many countries and then the UAE economy grew quickly.

In the 1990s and 2000s, tourism in the UAE became more popular. More and more people come to the UAE from other countries for their holiday. They buy goods and enjoy services available in UAE hotels, shopping malls, and places of entertainment.

The UAE is a desert so it must import food from other countries. The UAE imports cars, gold, and jewellery as well. That means the UAE is a consumer of these goods.

For the future, the UAE Government wants to create a knowledge-based economy. This economy is based on innovation and research. Innovation means to create new goods and services.



The knowledge-based economy will help bring the Fourth Industrial Revolution, often called 4IR. In 4IR, you might see innovations in artificial intelligence and robotics. The UAE wants to be a leader in the Fourth Industrial Revolution.



Questions

- » What is pearl diving?
- » Why did people dive for pearls?
- » When did oil start being produced?
- » When did tourism become more popular?



Let's Think

What can tourists do in the UAE? Discuss with your classmates and list as many tourist attractions as you can.

Activity 3

Write five goods and services that are produced in the UAE. Share your answers with your classmates.

Produced in the UAE

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 4

Write five goods and services that are consumed in the UAE. Share your answers with your classmates.

Consumed in the UAE

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 5

Think about the job you want in the future. Do people have that job now? Draw a picture of yourself doing that job and then write a paragraph describing the job.

Answer these questions to prepare your paragraph.

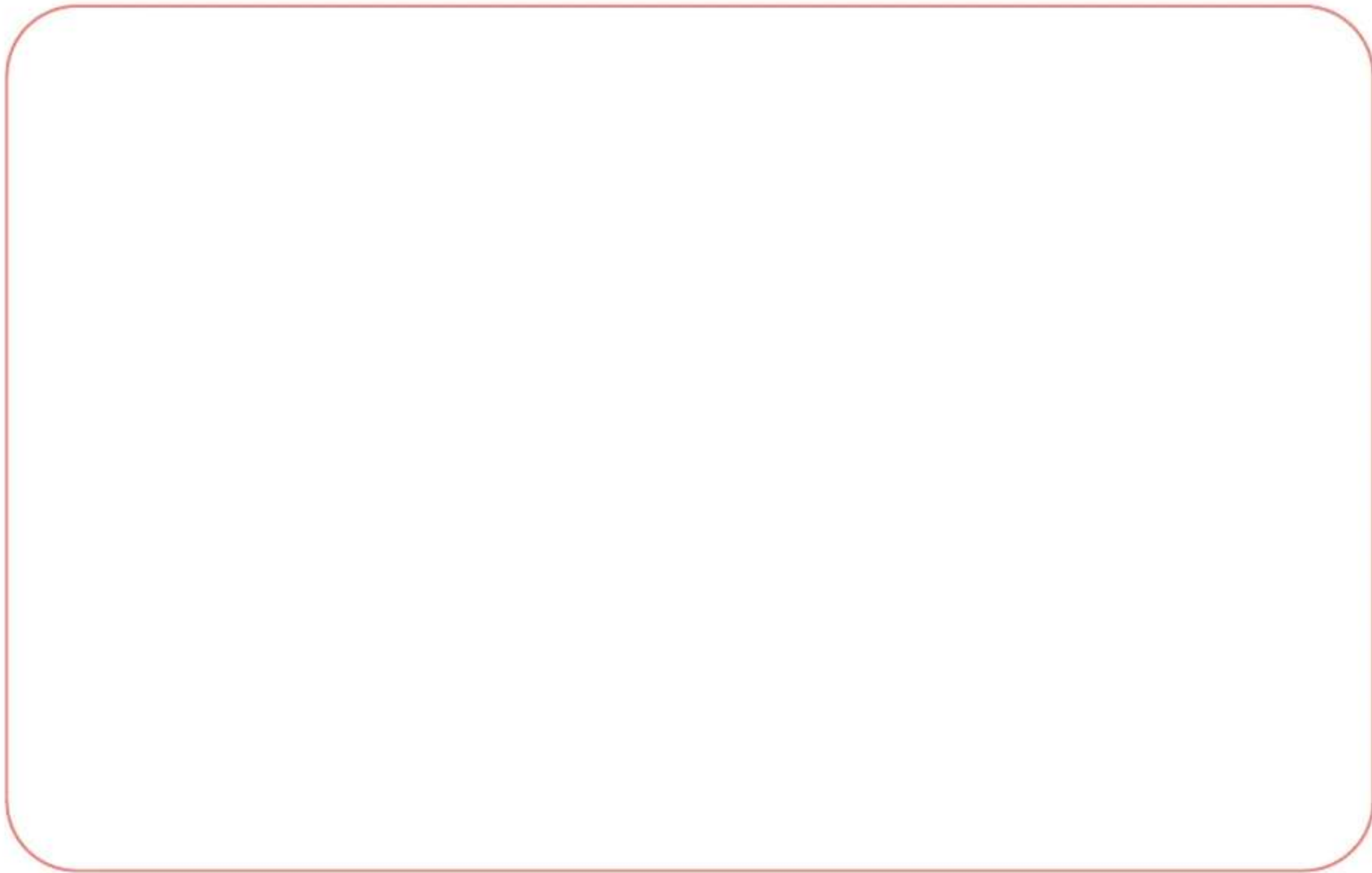
1. What is the name of the job?

2. What goods or services do you provide?

3. Are the goods or services you provide a need or a want?

4. What skills and knowledge do you need for that job?







Lesson 5

School Project





Activity 1

Think about our classroom or our school. What resources could we reduce, reuse, or recycle? Write notes below.

Reduce:

Reuse:

Recycle:

Activity 2

In groups, decide on one item from Activity 1 that you think you'll be able to reduce, reuse and recycle. Write your answer below.

Think of three ways that students in your school could reduce, reuse, or recycle your resource.

1. _____
2. _____
3. _____



REDUCE
REUSE
RECYCLE

Write a paragraph explaining how your school environment will be better if you reduce, reuse and recycle your resource.



Activity 3

What resources are needed to reduce, reuse, or recycle your resource? Write your answers in the table below.

Natural Resources	Human Resources	Capital Resources

Activity 4

Make a large poster that encourages your school community to reduce, reuse, or recycle your resource at school. Use your ideas from the lesson, draw pictures and write short phrases. Then, present your poster to your school.

Activity 5

Write instructions on how your school community can reduce, reuse, or recycle your resource.

Activity 6

Write about the actions you took to reduce, reuse, or recycle resources. What did you accomplish? What could you do better the next time you try a project like this?



