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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 4: Intercultural Relationships

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- **How do you define ‘culture’?**
- **Why is it important to understand other cultures?**
- **How many forms of communication can you think of?**
- **Is the way you communicate with your parents different to the way you communicate with your friends? How is it different?**
- **What makes someone a good listener?**
- **How would you define ‘tolerance’? Give some examples.**



Lesson 1: Visible and Invisible Culture

- **Do you know any other cultures?**
- **How are they different to your culture?**



Key Vocabulary

culture	**integrate**
stereotypes	**expat**
creeds	
fusion nation	

What is Culture?

Each of us is a unique individual. Personality, age, ability, physical features are just a few of the factors that differentiate us one from another. However, although no two individuals are completely alike, there are some things that we have in common with the people around us. For example, the things we believe in, our customs and our traditions. These shared features make up our **culture** and can influence what we say and do, despite our individual traits. You might wonder why we need to study our culture – after all, if you were born and live in the UAE, surely you know your own culture? However, it is because we live and breathe our culture from the day we are born that sometimes we are unable to truly see the beliefs, values, and behaviours that characterise it.



Cultural groups share common characteristics, but there are individual differences within groups too.

What Distinguishes Your Culture?

Imagine a student from another country has come to observe life in your home, community and school for a while. At the end of their stay, they return to their own country, and everyone wants to know what is special about your school and community. Why do people in your community think and act the way they do?

Activity 1: Thinking Task

Think about what observations a foreign student would make about life in your community.



The way we greet each other is an important aspect of our culture.

Visible Culture

It is likely that a foreign student observing your community would notice things like where people live, when and where they eat, and what people do during the day. All these things can be observed and contribute to what is called our visible culture or the part of culture that we can see, such as things we do in our daily life, the way we greet each other, our styles of dress, or eating habits. These are the aspects that generally characterise a culture, as they are easy to see and often differ from country to country, or sometimes even from one community to the next.

Invisible Culture

Just as culture has some aspects that are obvious and easily seen, other features can only be imagined or understood. Going back to the example of the foreign student in your country, if they observed what you do when you have arranged to meet your friends, would

they see anyone arrive at exactly the time you agreed, or would they find everyone arriving a few minutes late? How long would you or your friends be prepared to wait for the others and consider this normal? Or would you think your friends were rude for being late?

By observing how you and your friends might behave in this situation, a foreigner could understand many things; for example, how time is viewed in your culture. Now imagine that everyone has finally arrived, and you and your friends are talking about what you did over the weekend. Would the observer see you all speaking at once or would you take it in turns to tell each other what you did? Watching people chatting to each other can tell us a lot about listening styles in a culture. These are examples of invisible culture as they are not immediately obvious to the naked eye but can only be understood by observing how people behave to know how they think, and what they feel or believe is good or bad.

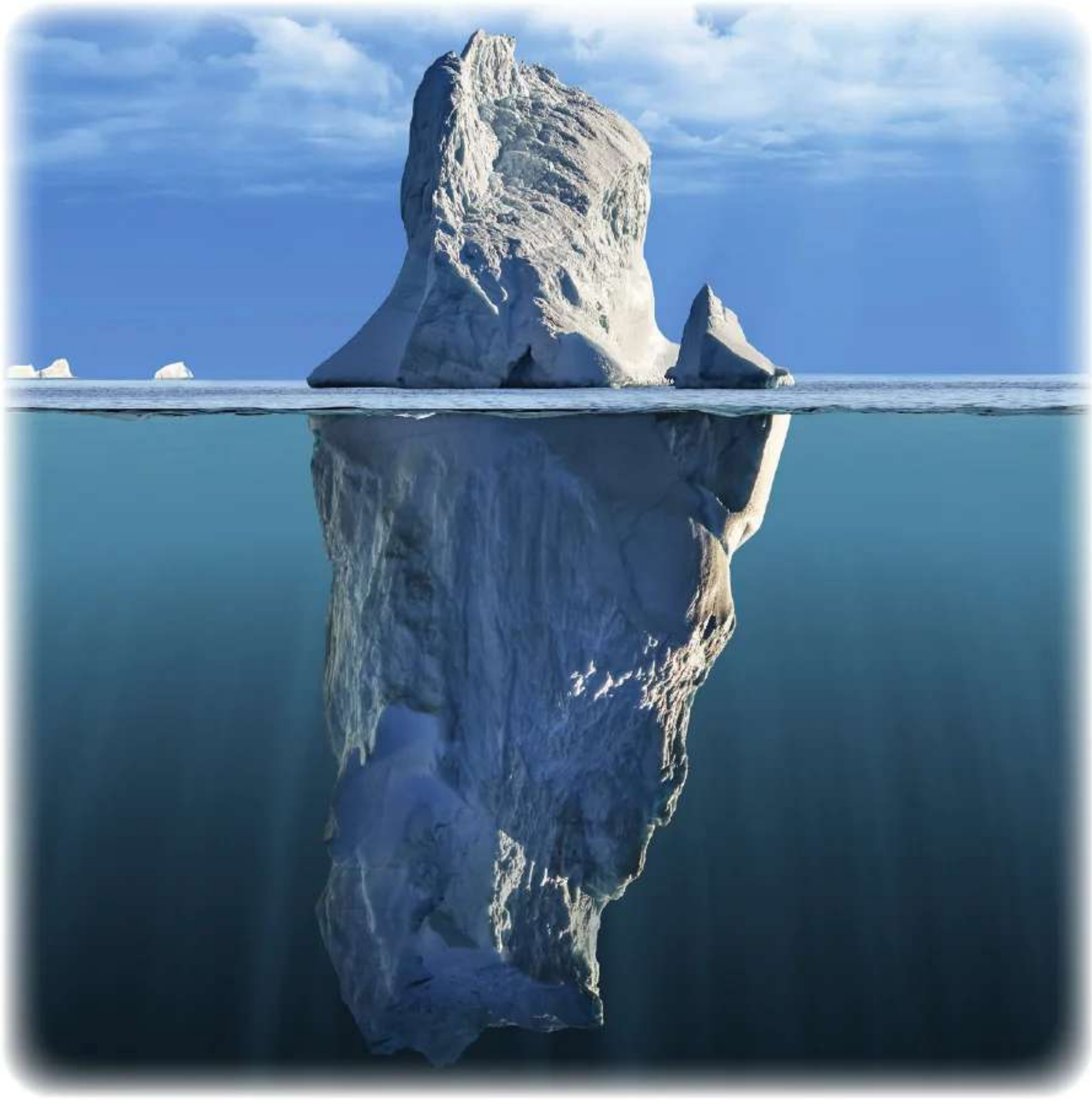
☑ Activity 2: Checkpoint

Write at least two examples of visible and invisible culture under the headings below.

Visible Culture	Invisible Culture

The Relationship Between Visible and Invisible Culture

Culture can be compared to an iceberg. Just as an iceberg has a part which we can see above the water, there is a much larger, invisible section below the water line. The part of culture that is visible (the part of the iceberg above the water) is only a small part of a much bigger whole. There are aspects of culture that can only be imagined or deduced as they are 'hidden', much like the part of the iceberg which we find below the water line.



Culture is like an iceberg. Visible culture is the part of the iceberg which we can see above the water. Invisible culture is the larger part of the iceberg, which we find below the water line.

☑ Activity 3: Checkpoint

The items that appear below are all features of culture. Decide which belong 'above' the surface of the water (visible culture) and which should be 'below' (invisible culture) and write them on the picture below.

school subjects | facial expressions | how to behave in public

art | government structure | addressing your teachers and parents

meeting deadlines | idea of beauty | table of manners

how to raise children | hand gestures | importance of time

concept of leadership | style of dress | notion of respect



Although some features can appear above or below the waterline, there is a direct relationship between visible and invisible culture. Generally, visible behaviours are influenced and even caused by beneath-the-surface values. For example, what we say or do in the presence of others is actually the result of our idea of how we should behave in public.

☑ Activity 4: Checkpoint

Look at the different aspects of culture in the task above. Decide which examples of visible culture are the result of invisible features of culture.

Activity 5: Action Task

Now think about your own culture. In groups, draw an iceberg showing the features of visible and invisible culture in the UAE. Decide which features are 'above' or 'below' by discussing the following questions:

1. How and why do you dress the way you do?
2. How and why do you celebrate certain holidays?
3. What is the polite thing to do when you meet someone for the first time?
4. What traditions are important in your family? Why?
5. What influences the way you think and act?

Same but Different

We often look at people in other countries or communities as "different" because of the language they speak or the food they eat. Many of these differences are the result of their own invisible culture, beliefs and ways of living which have existed for many years. These are the values that make up individual cultures and they may vary from one group of people to another. However, too often we tend to over-generalise or assume that because someone comes from

a particular place, they will behave in a certain way. This way of thinking can create **stereotypes**. Although it is true that cultural groups can and do share common characteristics, it is also true that there are always individual differences within groups too. Ultimately, regardless of what may make us different, be it between cultures or within communities, it is important to remember that all of us share basic needs, for example, the need for food and shelter.

Activity 6: Action Task

First, answer these questions about yourself.

1. What languages do you speak?
2. What food do you eat at home?
3. Describe something that is very important to you. It could be a value, like generosity. It could be a person, like a friend. It could be a goal, like having your own company one day.

Next, compare your answers in groups. Were your responses to the questions exactly alike? What differences did you find among responses? How can you explain the differences?

1. _____
2. _____
   _____
3. _____



Although cultures can differ from country to country, all people share some fundamental needs.



Activity 7: Research Task

By using research and exploration strategy, write a report about a culture that differs from your own. In what way is it different? In what way is it the same? What do you find interesting about this culture?

Activity 8: Discussion Point

How does culture shape the way we see ourselves, others, and the world? Why is it important to understand our own culture? Why is it important to understand other cultures?

UAE: A Melting Pot of Cultures

The UAE is considered to be a melting pot of culture, **creeds** and nationalities with residents coming from nearly 200 countries. This is why some call the UAE a **fusion nation**, where values of the Middle East mix with those of the rest of the world. Most people come here for work and, because of this, they do not interact with people of different backgrounds outside of their working hours. Does this mean that the UAE is a melting pot of culture only in the workplace? Some see language as a barrier to getting to know people of other cultures, others may find that a community is closed to outsiders and difficult to get to know. As a result, many expatriates create smaller versions of their own culture to live in and so do not look for opportunities to **integrate** with the local population or even with other groups.

Activity 9: Thinking Task

Why do you think that some people are not interested in other people's cultures?

The future of the UAE's culture

One of the features that attracts so many foreigners to the UAE is that it is very easy to settle in this country. The UAE offers something for everyone, regardless of their background. American fast-food, British universities, European stores - everyone can find something they are familiar with in the UAE. However, it is also true that this is one of the few countries in the world where **expats** greatly outnumber the local citizens. Also, the fact that learning Arabic is not compulsory for non-native speakers makes many people wonder whether this has impact on the UAE's culture and traditions.



"Future generations will be living in a world that is very different from that to which we are accustomed. It is essential that we prepare ourselves and our children for that new world."

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

☑ Activity 10: Checkpoint

Look at the quotation by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). Explain what you think he means in your own words.

Activity 11: Research Task

Do some research about the different cultures in the UAE. How many different nationalities reside in the UAE? What is the size of their communities? Which is the biggest? Which is the smallest? How does this compare with the size of the Emirati community? Present your findings in the form of a suitable chart, for example, a pie chart or a bar chart.

Activity 12: Thinking Task

Do cultures integrate in Dubai? Are the different communities in the UAE likely to affect Emirati culture? If so, how?

Activity 13: Self-Assessment Task

Having read about culture and different related terms, what do you think is meant by the following phrases?

1. The UAE is a country that has a global culture.
2. If a man knows the past, he will understand the present and, on that basis, find out what lies in the future.
3. The UAE accommodates each culture.

1. _____

2. _____

3. _____

Lesson 2: Different Approaches to Understanding Culture

- If someone wants to know about your culture, what are the important things you would tell them?

- What would you like to know about another person's culture?



Key Vocabulary

cultural diversity	synergy
company culture	cultural norms
conventional wisdom	culture traits
social cohesion	culture complex

The Benefits of Learning about Cultures

Why should we try to understand such complex things as cultures? We realise that it can be difficult to fully know and identify everything about our own culture let alone someone else's.

In a multicultural society like the UAE, having an awareness and understanding of different cultures is fundamental in daily life and the workplace. We must also remember that culture can be something other than what distinguishes a nation. For example, we speak of company culture as the behaviours and thinking that characterise an organisation; and culture can differ between communities in our cities, or between regions in our country. If we think about culture in a broader sense, we realise that we cross a variety of cultures every day.

Activity 1: Thinking Task

How do you think that being able to understand cultures can benefit you as an individual? How can this understanding help you for your future and for the future of the UAE?



Understanding other cultures is essential in order to thrive in a multicultural nation like the UAE.

Obviously, we cannot learn everything about every culture, not even our own. However, if we look closely at our shared values and how they affect us, this might lead us to go beyond **conventional wisdom** and even question what we do and think. By gaining a greater appreciation of our own culture, we will be in a better position to explore and understand other cultures too. This will allow us to communicate more effectively and to avoid misunderstandings that lead to bad feelings or conflicts. As a result, an increased understanding of cultures means greater **social cohesion** in communities, whether they are at a local, national, or international level. In the workplace, understanding cultures contributes to higher productivity, creativity, and **synergy**. At a personal level, meeting people who see the world differently, act differently, and speak differently allows us to understand others and become more open and creative.

Activity 2: Action Task

In small groups, find out what your classmates know about other cultures.

Use the questions below to help you. You can also ask some questions of your own.

1. What foods from other countries have you tried? Which foods did you like?
2. Do you notice people wearing clothes from different cultures in the streets? Do you know which countries they are from?
3. Do you ever listen to music from other cultures? Do you know the names of any of the artists? What are the songs about?
4. Would you like to go and live in a country that has a different culture? If so, which?
5. Do you have friends from other cultures and countries? Would you like to have more friends from other cultures?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Activity 3: Research Task

Do some research to identify an interesting cross-cultural project or a big multinational company in the UAE. This could be in your city, in your Emirate or across the UAE. Explain the aims of the project or the company culture, what makes it cross - cultural and why understanding cultures would be important for this project or company.

Approaches to Understanding Cultures

As global citizens, we obviously need to understand the people around us. But where do we begin? There are a number of approaches to learning about cultures.

The Etiquette & Customs Approach

In the previous lesson we looked at visible and invisible features of culture. These include people's customs and habits, for example, when and how they greet others. Knowing how people expect us to behave can be of great help both in business and personal relationships, because everyone involved feels more comfortable and connected, and we



can avoid misunderstandings. There are many books, videos and websites that help us know how to behave in everyday situations with people who are different from us. However, there can also be some downsides to this approach.

For example, it is not always easy or possible to remember everything you should or should not do in order to conform to another culture; also, you might fall into the trap of behaving stereotypically. In other words, the cultural norms you think you know may not apply in all situations. Finally, most people do not expect outsiders to behave like insiders, so you may actually be met with confusion or even reluctance from the other side.

Activity 4: Action Task

In groups, write a list of at least five do's and don'ts of Emirati etiquette for visitors coming to the UAE.

Once you have made your list, compare it with another group's. Did you write the same things? Are there any differences?

Finally, agree on one list of top five do's and don'ts. What does your final list say about Emirati culture?

Do	Don't
✓	×
✓	×
✓	×
✓	×
✓	×
✓	×

Do	Don't
✓	×
✓	×
✓	×
✓	×
✓	×
✓	×



"Anything positive you do will be remembered by the world as a good Emirati deed, but any negative step you make, will reflect on your country. So, you have a responsibility of protecting your country's image, especially when you are abroad."

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

Activity 5: Action Task

Imagine you could do a 'good Emirati deed' which would reflect and protect your country's image. What would that deed be? Compare your ideas with your friends and choose the best one.

Activity 6: Discussion Point

"We are all ambassadors for the UAE, and we must double our efforts to maintain the image of our country and to promote our unique approach, values and aspirations."

His Highness Sheikh Mohamed bin Zayed Al Nahyan (May Allah protect him)

Discuss the times you have been an 'outsider' in a culture other than your own. In what way were you an 'ambassador' of the UAE? Were you aware of the do's and don'ts of that culture? If not, how could you have found out about the do's and don'ts?

The Language Learning Approach



We can learn the language of another culture. This could mean anything from learning their slang, idiomatic expressions or even how many words they use to express a concept. For example, the indigenous peoples of Alaska, Canada, Greenland, and Siberia have fifty different words for 'snow', obviously because this is an important aspect of their daily life and culture. Language opens our minds to understanding how people think, how they see the world, and what is important to them.

Unfortunately, as we know, learning another tongue takes a long time and requires special skills, which we do not always have. However, something everyone can do is learn at least a few important words in the language of the culture they wish to know.

Activity 7: Discussion Point

Which words or phrases would you advise a visitor to learn before coming to the UAE? Why? What does the importance of these words say about Emirati culture?

The cultural traits approach

Culture is a very complex and multi-facetted concept. One way to make it easier to understand another culture is by breaking down 'the complex whole' into smaller parts or categories. Just as a cell is a very small component of living organisms, culture traits can be seen as the basic units of culture. A trait may be an object (abras), a way of doing something (building houses or preparing food), a tradition (falconry), or an attitude (standing up when your teacher walks in). But just as we saw that visible and invisible culture are deeply connected, each trait is related to other traits and a group of closely related traits is called a culture complex.

Activity 8: Action Task

In groups, use the example below to help you think of at least one other culture complex of the UAE and its relative traits.



'Emic' and 'Etic' Approaches to Understanding Cultures

The terms 'emic' and 'etic' have been used to describe two distinct approaches for understanding social behaviours and cultures. Though these two approaches are based on very different perspectives, both have been widely used in the fields of anthropology, psychology, and even organisational science making them valuable complementary tools to fully understand cultures.

The 'Emic' Approach

This approach aims to identify culture specific features which are not comparable across all cultures. 'Emic' researchers believe that the best way to understand a culture is to study behaviour from inside

thereby integrating the system to see things from "the native's point of view". For example, an 'emic' approach would probably entail living in the community whose culture you wish to understand for a period of time.

The 'Etic' Approach

On the other hand, the 'etic' approach involves comparing different cultures. Behaviour is studied from the perspective of an outsider in an attempt to identify universal aspects and standards of human behaviour that go beyond cultural differences and to produce theories that can be applied across cultures. In other words, the 'etic' approach assumes that all cultures can be compared in terms of generalisable features.

☑ Activity 9: Checkpoint

Challenge your knowledge: Read these two descriptions and decide which is 'emic' and which is 'etic':

a) The notion of 'family' is very important in both Mediterranean and Arab cultures.

b) It is important and considered polite to ask about a person's health and family when you greet them.



An 'emic' approach allows you to see things from 'the native's point of view'.

Activity 10: Discussion Point

In groups, discuss the advantages and disadvantages of 'emic' and 'etic' approaches to understanding cultures.
Then, consider these cultural aspects in the UAE from an emic and/or etic perspective:

- family
- friendship
- patriotism
- punctuality

There is no doubt that to develop a global mind we need to see the similarities that connect us to other cultures, so the 'etic' approach would be the more suitable way to find these common features. On the other hand, we also need to be aware of the unique aspects of the local culture we are operating in, so this is where the 'emic' method allows us to discover the particular features that distinguish the society we are in. Ultimately, it is important to note that neither 'etic' nor 'emic' approaches are superior, but rather both can and should be combined in cross - cultural studies.

Activity 11: Self-Assessment Task

In this lesson, we have explored different approaches to understanding cultures.

1. Which approach do you think is the most useful? To answer this question, you will need to develop an argument which compares the approach you have chosen and highlights benefits which the other approaches do not offer. Ensure that you provide reasons and, if possible, practical examples to justify your choice.
2. The theme of Expo 2020 was Connecting Minds, Creating the Future. What role does understanding cultures play in achieving this aim? Give practical examples to support your answer.

1. _____

2. _____



Lesson 3: The Role of Communication Within Groups of People with Different Backgrounds

- **Why is communication between cultures important?**
- **How can you communicate with someone who doesn't speak your language?**



Key Vocabulary

intercultural communication	**hierarchy**
blanket approach	**racism**
heterogeneous	**conventions**
homogeneous	**misconceptions**
ethnic origin	

The Meaning and Nature of Communication

To most of us, communication is what people actually say or do when they interact. Communication, or the sending and receiving of messages, is one aspect of culture and the way we communicate is largely determined by our culture. Understanding where culture ends and where communication begins is not so clear cut. In fact, some even argue that culture is communication, in the sense that since culture has such a great impact on our behaviour, then the way we communicate is simply an expression of our culture. In any case, whether or not culture and communication are one and the same, we can safely say that the two concepts are no doubt closely related.

Activity 1: Thinking Task

Do you think culture and communication are the same thing? Why? Why not?

We have also seen in previous lessons that the concept of culture is not just limited to nationalities or countries of origin. Cultures can characterise groups or communities, so we could argue that we engage in **intercultural communication** each time we interact with someone whose culture is different to ours, especially in an international environment such as the UAE. We have also said that our culture will affect the way we communicate, whether it is in the words we use, the way we say them, or the body language that we

use. However, because communication is a two-way street which always involves at least two or more parties, we must also remember that the receiver will in turn be affected by his or her own culture when interpreting the message which we send. You can therefore appreciate that communication can become very complicated in an intercultural situation.

However, we must be careful not to use a **blanket approach** and attribute all behavioural communication traits to culture. Our individual identities and backgrounds are only pieces of a larger puzzle in describing and interpreting our behaviour when we try to communicate with members whose identities and backgrounds are different to our own. We would be mistakenly over-generalising if we defined intercultural communication only by comparing cultures to explain the differences, for example, in the way we speak.

Activity 2: Thinking Task

Do you think it is easy to communicate with someone from another culture? Why? Why not?



According to some linguistic resources, there are currently 7097 living languages. About 6% of them have more than a million speakers each, and collectively account for 94% of the world population.

Types of Communication

When exploring communication, we can consider different ways or styles in which we communicate.

Direct / Low Context

The circumstances we find ourselves in will determine the context for our communication. In highly **heterogeneous** societies, like the UAE, because people come from very different backgrounds, you cannot assume that the person you are communicating with shares the same cultural norms as you when it comes to conveying a message. This creates a low context, which means the communication style tends to be more direct and that there is a greater reliance on just using words in their literal sense.

Indirect / High Context

On the other hand, high context cultures tend to be **homogeneous**,

which means people have shared notions of how to interact with each other and common expectations of how they and the other person will behave in a given situation. This shared understanding determines an indirect style of communication which means there is less explicit **verbal communication** and more use of **non-verbal communication**.

☑ Activity 3: Checkpoint

Look at the situations and descriptions below. Decide if they are examples of indirect/high contexts (I), direct/low contexts (D), verbal communication (VC) or non-verbal communication (NVC).

1. Two people who try to communicate but do not speak each other's language. _____

2. Nodding to say yes. _____

3. People do not openly refuse an invitation. _____

4. Talking to your friend on the phone. _____

5. People tell you exactly what they think. _____

6. Waving to someone to say hello or goodbye. _____

7. You have to read between the lines to understand what someone means. _____

8. You have small talk before saying what you want. _____

9. Facial expressions you make when listening to someone. _____

10. Your accent and use of stress and intonation to convey meaning. _____

Activity 4: Discussion Point

Discuss whether you would describe communication in the UAE as high or low context? Is it ever both?

Direct and Indirect Verbal Communication

When communicating, especially across cultures and in a business context as often happens in the UAE, building a friendly and trusting relationship can be very important so the speaker may mean something other than what he or she actually says. In this case, the speaker will resort to indirect verbal communication to get his or her meaning across in order to establish a bond with the listener. Understanding indirect communication involves a certain amount of sensitivity and cultural awareness in order to interpret exactly what the message is.

Conversely, we have seen that in low context situations, the communication style is likely to be more direct, that is to say, the speaker will say exactly what he or she means in order to avoid any misunderstandings.



Verbal communication can be characterised by direct or indirect ways of speaking.

Activity 5: Action Task

Look at the statements below and try to rephrase them to make them more direct or indirect. The first one is done as example.

Direct Statement	Indirect Statement
1. We don't agree with this idea.	That's a very interesting viewpoint which we may consider in the future.
2.	Can we come back to this point?
3.	We'll try our best to help you, but this is a very difficult situation.
4.	I appreciate your idea, but perhaps there's another way of dealing with this situation?
5.	Maybe we could consult someone who is an expert in this field.

Direct Statement	Indirect Statement
1. I think that's a bad idea.	Do you think that's a good idea?
2. That's not the point.	
3. You're doing that wrong.	
4. This is what you must do.	
5. I don't want to talk about this now.	

Non-Verbal Communication

Non-verbal communication can be divided into a number of sub-categories. Gestures can convey different meanings and involve using our arms, hands, fingers, and whole body. Facial expressions are also a feature of non-verbal communication. For example, in some cultures raising your eyebrows can indicate agreement while in others this can show surprise. Eye contact is another way of communicating, for instance who we make eye contact with and how long we maintain eye contact can be very important and telling in different cultures. Finally, touching and personal space are also a common way of communicating without using words. How much and on which parts of the body people touch each other can vary greatly from one culture to another.



Which parts of the body people use to touch each other can vary greatly from one culture to another and convey different meanings.

Activity 6: Action Task

What are the different forms of non-verbal communication used in the UAE?
Think of the different gestures and facial expressions which you use to convey meaning, consider the importance of personal space and touching the person you are communicating with.
Describe at least three features of non-verbal communication in the UAE. Then compare these with another culture you know and highlight at least two differences.

	UAE	_____ (another culture)
Gestures		
Facial Expressions		
Eye Contact		
Touching/Personal Space		

Factors Affecting Communication

To have a more complete picture of communication, in addition to considering the different forms and styles of communication, we also need to take into account the factors which can affect communication.

Social Context

Context plays a very important role in communication in general, and in intercultural communication in particular. The way we talk

to a teacher is different from the way we speak to our family. What we say and how we say it when speaking to a stranger is different to when we are chatting to a friend. **Ethnic origin** can also make a difference. For example, an exchange or interaction may be affected by whether one of the two participants belongs to a minority group. This 'imbalance', or **hierarchy** of power, can account for aspects of intercultural communication such as **racism** or stereotypical behaviour.

Activity 7: Research Task

Do some research to find out about at least two different ethnic communities in your Emirate (e.g. size, level of income, level of education, reasons for being in the UAE). When you have found this information, write a short comment on the main differences between the communities. For example, think about their perceived social status, wealth, education, and explain why you have arrived at the judgement you have.

Share your choice and reasons with three other people in your class. Did you all find the same information and have the same perceptions? Note down any differences in your comments.

The Role of Communication Within Groups of Different Backgrounds

As we have seen, although culture can certainly have an impact on the way we communicate, other factors come into play when observing the role of communication between groups of different backgrounds, such as the context in which the interactions occur. Although we can study the speech styles of certain groups of people, and then contrast them with those of other groups of people, there is no guarantee of how communication will actually occur when members of both groups meet. We can make assumptions about how people will behave, however it is also true that we often adapt to a situation sometimes abandoning our cultural **conventions** for the sake of successful communication.

Intercultural communication regularly takes place in situations with high levels of immigration where different cultures often meet in less than balanced circumstances. Unfortunately, when people with different cultural norms and values interact, there is a greater risk of miscommunication. This can result in bad business or poor personal relationships, especially if the people taking part in the exchange are not aware of each other's codes of behaviour. That is why clear communication is key in order to bridge the gap between cultures and reduce the chance of **misconceptions** occurring.

"For a dialogue to be fruitful, there must be mutual respect for each other's humanity, culture and rights. A dialogue is not true if it does not lead to an understanding of one another."

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

Activity 8: Thinking Task

How can we show 'respect' during a dialogue to ensure it is 'fruitful'?



Activity 9: Self-Assessment Task

In this lesson, we have looked at the meaning of communication and the role it plays within people of different backgrounds. To do this, we also provided some examples of different styles and forms of communication. Using the information in this lesson, try answering the questions below:

1. Your style of communication can affect your relations with the people you interact with. Can you think of any times when, in retrospect, you or someone you know might have been too direct and perhaps made someone feel uncomfortable because you said exactly what was on your mind? Alternatively, can you think of any examples when perhaps the meaning of the speaker was unclear or misunderstood? Explain the reasons for the miscommunications in either case, and how the communication could have been handled differently.
2. Which of the methods of communication covered in this lesson do you think is the most effective? Give a reason for your judgement.
3. English is the language most commonly used by different cultures in the UAE to communicate with each other both for business and in everyday life. What are the advantages of using just one language as a means of communication? Should Arabic be imposed as the language for all communication in the UAE?

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Lesson 4: Challenges to Intercultural Communication

- **Have you ever had a problem communicating with someone?**
- **What are some of the challenges when communicating with someone from a different culture?**



Key Vocabulary

culture shock	**holistic**
affective	**politically correct**
behavioural	**ethnocentrism**
cognitive	

Activity 1: Thinking Task

Think about what challenges to communication are faced by the members of a multicultural society like the UAE.



The UAE is home to over 200 nationalities. Emiratis constitute roughly 10% of the total population, making UAE home to one of the world's highest percentage of immigrants.

Challenges to Intercultural Communication

Culture shock and verbal communication are two important barriers we are likely to encounter when interacting in an intercultural environment. We will now discuss these issues in more detail.

Culture Shock

When people find themselves in a completely different culture, they often experience culture shock. This can happen if you are moving to a new country for work or personal reasons, or even when you are changing school or neighbourhood.

Culture shock is a highly emotional experience which can lead to feelings of confusion and the inability to think clearly. Basically, culture shock is the stress felt when moving from a familiar environment to a completely unfamiliar one. This new environment leaves us feeling we have lost our identity, as all the reference points and norms relied upon until now do not exist in the new culture, which has its own set of unknown rules.



We can only begin to appreciate the importance of learning about other cultures and the ability to operate in an intercultural environment when we understand what it means to feel totally disoriented in a new culture.

Activity 2: Thinking Task

Think about your first day in a new school or a time when you moved to a new neighbourhood. How did you feel? Were you nervous or anxious? Why? Why not?

The ABCs of Culture Shock

In the new culture, everything is different, even something as basic as the way people say hello or when and how to tip someone. Some researchers refer to the ABCs of culture shock: **affective**, **behavioural**, and **cognitive** effects of culture shock. The affective dimension can be seen in the initial stages of culture shock, as people may feel anxious, confused, and disoriented, along with a strong desire to escape. In terms of behaviour, people do not understand or are simply unaware of the norms and rules that regulate communication in the new environment. For example, they may be uncertain how to start a conversation or how to behave appropriately and read non-verbal cues. In terms of cognition, people experiencing culture shock find it difficult to understand and interpret the behaviours they observe around them.

Linguistic Differences

Language is one of the keys that can help us to unlock the mysteries of a culture. A common challenge when people from different cultures attempt to communicate is the language barrier, including accents and fluency. Although in a multicultural society like the UAE, English is the standard language, some residents are far from proficient. They may have difficulty or even be unable to convey what they want to say. Even if you have studied the language of a place, dialects, different accents and slang can cause problems. In addition, words and expressions do not necessarily translate from one language to another in an exact correspondence.

This can lead to members of a multicultural society feeling isolated or frustrated because of their inability to get their message across in a second language. Ultimately, because these people cannot function as they would normally in a culture that was familiar to them, they become less engaged and motivated, and can even become an obstacle to the progress and wellbeing of the new society as a whole.



Idioms are a group of words whose meaning cannot be understood from the meaning of the individual words.

Activity 3: Action Task

Look at the situations below. What do think the person is trying to tell you?

Situation	Meaning
1. You invite a friend to have lunch with you and they say "Thanks, I'll take a rain check."	
2. You have an argument with someone and a friend advises not to "burn your bridges."	
3. You ask someone about a restaurant they tried and they reply "It was a total rip off."	
4. You ask someone for advice about how to behave in a situation and they suggest that you should "play it by ear."	
5. Someone says they want to see you to "get something off their chest."	

Activity 4: Discussion Point

Did you know the meaning of the idioms? How would you have felt in each situation if you had not known their meaning? Discuss possible equivalents of the idioms above in Arabic. What Arabic idioms might a foreigner find difficult to understand?

Linear and Relational Worldview

For some, Western and non-Western cultures perceive the world around them in different ways, defined as linear worldview and relational worldview. A linear worldview relies on rational or analytic thinking and gives greater importance to objective reality, while in a relational worldview, **holistic** thinking predominates, and context is fundamental.

☑ Activity 5: Checkpoint

Give your own verbal definition of linear and relational worldviews. Then, decide whether the statements describe a linear (L) or relational (R) worldview.

1. _____ Facts and figures are used as the basis for an argument.

2. _____ Form is more important than function in a conversation.

3. _____ Factors such as loyalty and trust, dignity and honour influence the communication.

4. _____ A claim is made at the beginning of an argument and then backed up with proven theories.

5. _____ Metaphors, parables, stories and flowery language is used to make a point.

6. _____ Meaning is explicit and communication relies on the words spoken.

Activity 6: Discussion Point

Is your culture based on a linear or relational worldview? Give at least two reasons to support your answer.

Language and Mentalities

Much research has highlighted that language shapes our thinking – not only what we think, but how we think. Language shapes our ideas. For example, some cultures do not have certain words because they are lacking that concept in their minds. Also, social change can determine changes in a language over time. Consider, for example, the jargon which the digital age has brought and how it has changed the way we communicate. Social change can also be seen in the omission of certain terms and their replacement with words or expressions considered to be more **politically correct**, or PC. These are all examples of ways that language reflects culture and its evolution, how culture continually shapes language and how language evolves over time. Even if we have studied a language, it is important to be aware of the changes it undergoes to ensure we are using the language appropriately.



Canada's Baffin Island Inuit use the same word—uvatiarru'—to mean both 'in the distant past' and 'in the distant future.' What does this tell us about the concept of time in this culture?

Activity 7: Thinking Task

Think about the language you use when you text or chat to a friend. Would your parents understand what you mean? Why? Why not?

Activity 8: Checkpoint

The table below shows terms and expressions currently used in English which have replaced non-PC language used in the past. Why have these linguistic changes occurred?

Non-PC	PC
Policeman	Police officer
Handicapped	Physically disabled
Mentally retarded	Special needs
Blind/deaf	Vision / hearing impaired
Poor	Underprivileged

Activity 9: Research Task

Do some research on your own written and spoken language and make notes on how it has changed over time. Find at least two examples of words or expressions which are no longer used and two examples of new words or expressions which have entered your language in recent times. You can consult dictionaries and online sources, your parents or teachers.

When you have completed your research, compare your findings with your classmates. What does this information say about your language?

The Use of Silence

Silence is an important communication tool in high context cultures as it can convey strong meaning and mutual understanding. On the other hand, long silence or 'pregnant pauses' can be perceived as uncomfortable or awkward in other cultures, like in the Western world. Awareness of whether silence has a positive or negative effect on interaction is essential to understanding and communicating effectively in another culture.



Communication is said to be only 7% verbal and 93% non-verbal. The non-verbal component is made up of body language (55%) and tone of voice (38%).

Activity 10: Action Task

Take this cross-cultural quiz to test how well you understand body language.

1. How do you ask someone to come over to you politely in Japan?
   a) Curl your index finger towards your body repeatedly
   b) Curl all fingers up repeatedly
   c) Wave towards yourself repeatedly with your palm facing down
   d) Lift your arms up and in towards your body
2. To say "I/me" in Japan, you should point at your own body where?
   a) the nose
   b) the side of the head
   c) the stomach
   d) the chest
3. In China, you must say "excuse me" or "I'm sorry" when you bump into someone in a crowded space. True or False?
4. When friends greet and part with one another in France, how many kisses do they typically give each other?
5. In America it is customary to greet a friend with a hug. True or False?

Context

Most English-speaking cultures are low context and convey meaning using explicit words. In these cultures, it is perfectly acceptable to say "no" when you mean "no," as it is considered a sign of honesty and frankness. On the other hand, in high context cultures, such as Japan, you are expected to glean meaning from the general situation and rely less on the actual words that are spoken. For example, Asians sometimes say "yes" or "maybe" when they in fact they mean "no". This happens because a clear refusal can be seen as too strong or even disrespectful in high context cultures.

Notion of Time

Not all cultures see time in the same way. For some, punctuality is very important. However, other cultures may prioritise relationships over time. For example, if you suddenly receive an unexpected visit, you are expected to stay in and offer hospitality even if you were about to go out. A culture's view of time also affects how it deals with deadlines. For example, North Americans consider making a deadline crucial, whether on the job or at school. However, other cultures may view deadlines as less important than the long-term results.

Negative Stereotypes and Prejudices

Stereotypes and prejudices about people from other cultures cause severe communication problems and serious offence. **Ethnocentrism** can lead to acting superior towards other groups and not treating them well. For example, a manager in an international company may think that employees from a certain culture are not very active and unable to produce good work. This prejudice can lead the manager to treat his staff unfairly.

Feelings and Emotions

Some cultures typically control their emotions, while others are more comfortable showing their feelings. Loud talking might annoy an Englishman, for example, but to an Italian this may just be a way to express excitement. Differences in the extent to which and way people communicate their feelings can even cause fear. As a result of this anxiety, people from different cultures may pull back and avoid trying to communicate at all.

Overcoming Culture Shock

We have seen that culture shock is manifested in the anxiety caused by not knowing what to do or how to behave in a new social environment. Ultimately, this hinders our ability to communicate effectively. In order to cope with and overcome culture shock, we can adopt different strategies which will allow us to remove the barriers and interact more successfully in a new cultural environment.

Sociocultural Adjustment

Sociocultural adjustment is the ability to fit in and interact effectively and appropriately in the new culture. The process of adjusting successfully can be accelerated by the quality or quantity of relations with the local people and how long we stay in the new environment. We are also more likely to settle in more quickly and overcome culture shock when the members of the host culture take the initiative to befriend us. In general, finding out about the new culture, learning the local language, contacting locals, and an extended stay in the host culture can all help to minimise the barriers to communication and reduce sociocultural difficulty in the new environment.

Whether you are experiencing culture shock yourself or find yourself interacting with someone new to your environment, a greater understanding of this phenomenon can help make the transition into the new culture less traumatic and more pleasant.

Activity 11: Thinking Task

Think about a time you or someone you know experienced culture shock. What were the causes? Could you or anyone else have done something differently?
Now think about the foreigners who come to the UAE. What aspects of life here might cause cultural shock?

In this lesson, we have looked at challenges to intercultural communication and ways to overcome these obstacles. Look at the quotation below by Sheikh Khalifa bin Zayed Al Nahyan (May Allah have mercy on his soul) and, using the information contained in this lesson, list at least three practical examples of ways we can "recognise and appreciate cultural and human diversity" in the UAE. Use the box below to complete this task.

"We recognise and appreciate cultural and human diversity, which we consider a key engine for sustainable development and a means for deepening the culture of openness, dialogue, communication and coexistence, and the denunciation of intolerance, extremism and intellectual isolation"

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

Activity 12: Action Task

How can we recognise and appreciate cultural and human diversity in the UAE?



Activity 9: Self-Assessment Task

1. Give a definition of 'politically correct' language and explain why it is important? Give examples to support your answer.
2. List at least three barriers to intercultural communication and ways to overcome them.
3. Look at the strategies below to improve intercultural communication and decide which is the most effective. Give reasons to support your choice.

a) Understand the interdependence between language and culture.
b) Pay close attention to the literal meaning of a message.
c) Show empathy and patience with non-native speakers, slow our pace, use less complex words.
d) Pay attention to your tone of voice, and ensure that it conveys patience and openness.
e) Use pictures and gestures to convey your message.
f) Be aware of your own ethnocentricity.
g) Develop the ability to switch between low and high context styles of communication as appropriate.

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3.

Lesson 5: Real and Pseudo Listening

- How does listening improve communication skills?
- Do you think you are a good listener? Why?



Key Vocabulary

stimuli

intent

hidden agenda

paraphrase

What is Listening?

Let us begin with an easy answer to this question. We are surrounded by visual and auditory **stimuli** every day and communication uses such signals to convey a message. Hearing is an involuntary act which merely involves picking up sounds around us, while listening is a voluntary act of actually processing what we hear. There are always two sides involved in communication: a sender and a receiver. In spoken communication, the receiver will need to listen to the message sent by the speaker to understand the sender's meaning. However, the way you listen depends on your **intent**. There can be different reasons for listening and in the following sections, we will look at ways of listening, the differences between them and the implications on communication.

☑ Activity 1: Checkpoint

What is the difference between 'listening' and 'hearing'? Write a definition and give at least one practical example of each.



The way you listen depends on your intent, or why you listen.

Activity 2: Thinking Task

Do you think that if someone is quiet while you are speaking to them, this means they are actually listening to you?

Ways of Listening

We can divide listening into two basic processes. Most people probably use both at some point when they are interacting with another person, but some ways of listening are likely to be used more often than others depending on why we are listening.

'Real' Listening

Real listening is a deeper form of listening. Real listening occurs when the receiver is actively engaged in the effort of deciphering a message. Examples of 'real' listening can be when you listen to your teacher in order to take notes or learn something new, or when you listen carefully to someone telling you about a problem because you want to help them. Real listening requires a lot of concentration, and can be hard to maintain for long periods at a time.

'Pseudo' Listening

Pseudo listening occurs when the act of listening or showing that we are listening is more important than understanding the message itself. Even though we may be looking at the speaker, and we may appear to be listening, a pseudo listener may not be listening to the message at all but may be more concerned with connecting with the speaker. For example, you pseudo listen when you want to be liked or avoid rejection, or when you want to take time to think about what to say next in a conversation.

☑ Activity 3: Checkpoint

'Pseudo' and 'real' listening are sometimes called 'active' and 'passive' listening. Which is which? What do these alternative terms tell us about 'pseudo' and 'real' listening?



Studies have shown that 20 to 30% of everything we say is not interpreted as the speaker fully intended.

Activity 4: Thinking Task

Think about your listening skills and experiences. Think about who you really listen to, who really listens to you, and with whom and when you pseudo listen.

Can You Tell the Difference?

When communicating with another person, it is important to be aware of whether the listener is really listening or pseudo listening. This will help us to understand if the listener in actively engaged in the communication and genuinely interested in our message or whether there is another reason, or a hidden agenda, for them listening to us.

Activity 5: Action Task

Look at the situations below and decide if they are examples of real (R) or pseudo (P) listening.

1. _____ Your grandfather is telling you stories of when he was a child. You have already heard this story many times before, but you do not want to hurt his feelings by not listening.

2. _____ Your doctor is telling you what medicine you need take and when.

3. _____ You are listening to the cinema's recorded message to know what time the movie you want to see is showing.

4. _____ Your teacher is explaining something which you have not understood and you want to ask a question, but you are not sure how to phrase it.

5. _____ Your best friend is telling you about an important decision they have to make and s/he needs your advice.

What Kind of Listener Are You?

In order to communicate effectively, we need to be able not only to convey our message correctly, but we also need to be good listeners, whether it is as real or pseudo listeners. It is therefore important to know what kind of listener we are to make sure we are able to use both strategies as needed in order to fully take part in communication.



How does knowing what kind of listener we are help us to improve our communication skills?

Activity 6: Research Task

This research task will help you to understand what kind of a listener you are. Spend a day keeping track of how you listen, who you listen to, and what percent of the time (in a conversation) you real or pseudo listen. Do this at school, at home, with family or friends.
Are your answers different depending on who you are listening to? Why?
Make notes using the questions below.
In your next lesson, share your notes with your classmates and compare your listening styles. Are you more of a real or pseudo listener?

1. In which situation(s) were you a real listener? Who were you listening to and why?	
2. In which situation(s) were you a pseudo listener? Who were you listening to and why?	
3. How much time did you spend real listening?	
4. How much time did you spend pseudo listening?	
5. What made it easy for you to listen to certain people? What did you feel?	
6. What made it hard for you to listen to certain people? What did you feel?	

Activity 7: Discussion Point

Work in small groups to discuss ways of dealing with these situations. What you can do or say when:

- you find yourself pseudo listening and you want to stop.
- you miss what someone has said and you want them to repeat it without giving the impression that you were not listening.
- you think someone else is pseudo listening instead of really listening to you.

Barriers to Effective Listening

Barriers to effective listening can occur at any stage of the listening process. These can be physical obstacles such as noise which blocks or distorts an incoming message, or they can affect our ability to interpret a message and the extent to which we can listen effectively. In the following section, we will explore how various factors and bad listening practises create barriers to effective listening.

Personal Barriers

Do you ever find yourself drifting off while listening to your teacher or watching a TV programme? Our brain naturally tends to focus on more than one thing at the same time, an ability that offers both advantages and disadvantages. At the best of times, we are able to multitask, which means we actually manage to listen and do something else simultaneously. Other times, we lose our concentration and no longer focus on the speaker's message. Instead, we start daydreaming and thinking about other things while receiving messages. Despite our best effort



Psychologists have found that the ability of the human brain to concentrate fully is limited to around 15–18 minutes. After that, our ability to concentrate fully begins to decline at an increasing rate.

to listen carefully, personal worries or other important thoughts can take us away from concentrating on incoming messages. If you imagine your ability to listen as being made up of a number of different microphones, you may notice that in some situations, like when you are real listening, all or most of the microphones are picking up just one message. In other situations, when your mind is elsewhere and you are not engaged in the listening process, the microphones may be tuned into different messages, or turned off completely!

Difference between Speech and Thought Rate

The difference between speech and thought rate is related to the personal barriers mentioned above. While people speak at a rate of 125 to 175 words per minute, we can process between 400 and 800 words per minute. This huge difference between speech rate and thought rate explains why we tend to lose our concentration and focus on other thoughts while we are listening instead of giving one message all of our attention.

Most of the time, we listen selectively, which means we pay attention to the messages that benefit us in some way and filter the others out. For example, you might be checking your text messages while listening to the TV and suddenly switch your attention back to the programme when you hear an important piece of news.

Problems with the Sender

Sometimes the barrier is caused by the sender. For example, unclear or vague messages can challenge our listening skills. A monotone voice, distracting movements, or too many pauses can cause us to switch off and stop listening. Listening also becomes difficult when a speaker tries to convey too much information, otherwise known as information overload.

Prejudiced Listening

Unfortunately, the way we perceive others may prevent us from listening effectively because when we prejudge a person based on his or her identity or ideas, we usually stop listening in an active way and resort to 'prejudiced listening' instead. For example, if we are receiving bad news, we only take in the parts of a message that we want to hear or which allow us to avoid something we do not wish to face. Prejudices can also be based on the speaker's identity, such as race, age, occupation, or appearance, and may lead us to stop listening because we have already decided in our minds that we know what the speaker will say.

Bad Listening Habits

Conversations are composed of a series of turns. Turn-taking can vary in importance in different cultures. One of the biggest problems in the turn-taking process is interruption, though not all interruptions are considered 'bad listening'. An interruption could be unintentional. For example, we might mistakenly think a person has finished speaking so we say something just as they are about to continue, or we may just be over enthusiastic about what someone is saying and want to join in with our own thoughts without waiting for them to finish.

However, unintentional interruptions can be considered bad listening if they result from our carelessness and inability to give the speaker our full attention. For example, if you interrupt unintentionally because you were only pseudo listening, then this is evidence of bad listening. Some listeners even use interruptions as a way to dominate a conversation and show their authority. In either case, the speaker may form a negative impression of the listener and may even withdraw from the interaction.

Strategies for Effective Listening

So far in this lesson, we have looked at ways of listening and their effects on communication. We have also considered the barriers to effective listening. Now we will explore strategies to deal with the barriers and become more effective listeners.

Make Eye Contact

How do you feel if the person you are speaking to never looks at you during the conversation? In some cultures, this can be interpreted as thinking the listener is not interested in what is being said. If this is the case, you will probably no longer feel engaged in the conversation yourself and put less effort into the interaction or even stop altogether. Maintaining eye contact throughout can be seen as encouraging the speaker to keep talking and give you information, and also lays the foundations for a positive connection. However, in other cultures, eye contact is considered inappropriate. This difference highlights how important it is to be aware of cultural differences in successful and respectful communication.

Use Positive Body Language

In addition to making eye contact, an effective listener shows interest in what is being said through non-verbal signals. Small gestures like nodding your head or changing your facial expressions appropriately in response to the message tells the speaker that you are listening.

Avoid Distracting Actions

Just as you can use your body and facial expressions to show interest, the wrong actions can suggest that your mind is somewhere else. When listening, avoid looking at your watch, checking your phone or looking away very often or for extended spells as these gestures could be interpreted by the other person as "I'm not paying attention."



Avoid distracting actions when listening.

Say it in Other Words

Paraphrase what the speaker says. A real listener uses phrases such as "So, what you're saying is ...", or "Do you mean ... ?" By rephrasing what the speaker has said in your own words and relaying this back to the speaker, you are in fact showing that you are paying attention and also checking that you have understood correctly.

Do Not Interrupt

Let the speaker say what they have to say before you try to respond. Wait for your turn and do not make the mistake of thinking you already know what they are going to say. You would be surprised how often the message is not what you expected. Also, do not talk over the speaker, even if you have something important to say. Remember: no one can talk and listen at the same time. And, let us not forget that turn-taking is also an important gesture of common courtesy and respect.

Activity 8: Discussion Point

Discuss how not interrupting a speaker and using positive body language can improve communication.

Activity 9: Action Task

In pairs, take turns to listen to each another. Each time, one of you will be the speaker and the other will be the listener. If you are a listener, do not interrupt, and use only body language to show interest and keep the conversation going.

If you are a speaker, you can start the conversation like this:

- My favourite movie / actor is... because...
- In my opinion, the best restaurant in our city is ... because...
- The first thing I notice when I meet someone is ...because...

Ask Questions

An attentive listener analyses what they hear and asks questions. As we have seen with paraphrasing, this strategy allows you to clarify the message, ensure you have understood and also tells the speaker that you are listening. Another way to communicate more effectively is to ask 'open' and 'closed' questions. Closed questions can be answered with 'yes' or 'no' or with a very brief answer, while open questions invite the speaker to give more information or expand ideas. For example, open questions start with question words such as 'when', 'where', 'why', 'how', etc ...



Skilled interviewers are not just good at listening to what the speaker says, but also at asking questions to keep the speaker going.

Activity 10: Action Task

In pairs, talk about what you did last weekend and take it in turns to practise asking closed and open questions. If you are a listener, you could use questions such as: "Did you have a nice weekend? What did you enjoy most about last weekend? Why did you go there / do that?"

After you have taken turns being speaker and listener, describe how you felt about communicating in this way. Did you use both use the same questions throughout the conversations? Which were the most effective to keep the conversation going?

Activity 11: Research Task

Carry out some research by listening to a live interview on the radio or on television. Make note of at least three closed questions and three open questions used by the interviewer. What effect did these questions have on the interaction? How could you use this listening technique in your daily communications with the people around you?

Activity 12: Self-Assessment Task

In this lesson we have looked at the differences between real and pseudo listening. Now, try answering the following questions.

1. We can think faster than the speed at which most people speak, which means we sometimes do other things while listening. How can you stay focused on the speaker and stop your mind from wandering?
2. Of the barriers to effective listening explored in this lesson, which have you experienced? Which do you think is the greatest? What can you do to help prevent or reduce this barrier?
3. Of the good listening strategies explored in this lesson, which do you use the most? Which have you never used but would like to try? Which do you think might be the least effective? Why?

1. _____

2. _____

3. _____

Lesson 6: The Values Needed for Intercultural Understanding and Communication

- **What do you understand by the term 'values?**
- **What do the colours on the UAE flag represent?**



Key Vocabulary

value	**dignity**
principles	**well-being**
self-awareness	

What are Values?

In this lesson, we will be looking at the values needed for intercultural understanding and communication. Before we do, we are going to explore the meaning of the term 'values'. The reason being that values can mean different things in different contexts so we need to be clear on what values are at the outset.



The word 'values' can mean different things in different contexts so we must be clear about its meaning.

Activity 1: Thinking Task

The word 'values' is often collocated with the word 'core', which comes from the Latin word for heart, 'cor'. Why do you think these two words often go together?

The term '**value**' generally designates something of great importance to us. We can use this word in different ways; for example, we can use it to describe the worth or usefulness of something or someone, as in the sentence 'your help is of great value to me'. A slightly more abstract use of the term is when we refer to **principles** or standards of behaviour which are important in life. For example, the Moral Education Programme aims to develop values and moral principles

that will guide you through life, so that, as the future of this country, you can continue to build on the foundations laid by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul).

> *"Nations prosper by respecting and appreciating themselves, immortalising their national figures and by committing to values of solidarity and participation."*
>
> **Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)**

Activity 2: Discussion Point

Discuss in which ways the UAE has followed Sheikh Zayed bin Sultan Al Nahyan's (May Allah have mercy upon his soul) teachings in the quotation above. How has this helped the nation 'prosper'?



Activity 3: Action Task

Look at the values and definitions below and complete the following steps.

1. Match each value to a definition.
2. Choose three 'core' values which are important to you as an individual.
3. In pairs or small groups, compare your choices and narrow down your lists to just one core value.
4. Finally, compare your choice as a group of a single core value with that of your classmates. Did everyone make the same choice? Are you surprised by any differences?

Commitment	Consideration and regard for others' rights, values and beliefs.
Freedom	A high regard for sincerity and truthfulness.
Cooperation	A strong sense of right and wrong.
Tolerance	Being accountable for one's own actions.
Loyalty	Able or willing to accept the existence of opinions or behaviour that one dislikes or disagrees with.
Morality	Fairness, balance, equality.
Responsibility	Faithfulness to another person or group.
Respect	Understanding the suffering of others.
Honesty	The power to act, speak or think without external restraints.
Equity	Being dedicated to a cause.

Activity 4: Discussion Point

Can values be taught? If so, how? Are some values easier to teach than others? Why?

Values and Intercultural Communication

Problems of communication often occur when people from different social and cultural backgrounds are unable to understand each other properly. Even if a speaker's intention is to communicate with another person, it is difficult to do so successfully if the two parties do not share the same values, or if they do not know very much about each other's values.

There are in fact a set of fundamental values, or principles, which we must possess to foster intercultural understanding and communication.

Activity 5: Thinking Task

Which values do you think are important for intercultural understanding and communication?

Self-Awareness

Recognising the importance of self-criticism and **self-awareness** is the first step to effective intercultural communication. Before we can even begin to understand others, we must first learn to understand ourselves, our values and the way that we communicate. For example, does our own culture value a direct or indirect style of communication? How will this affect the person we are interacting with? Knowing the answers to these questions will facilitate the interaction and maximise the chances of a successful exchange.



Before we can even begin to understand others, we must first learn to understand ourselves and our core values.

☑ Activity 6: Checkpoint

What is the difference between direct and indirect contexts and their effects on communication styles? What values does each context give importance to? Give at least one example of each.

Openness

Living in the UAE offers you a priceless opportunity for learning from the different cultures and people who surround you. However, to fully benefit from this unique environment, you need to be able to take a step back and focus less on asserting your own opinion or ideas. Instead, you need to be open to what other people's ideas are. In our modern world, great emphasis is given to the value of making our views known, but not as much value is placed on observing and listening.

There is so much that you can learn if you are willing to listen more than you talk and watch how others communicate, both verbally and non-verbally. Being open and receptive to others as a real value allows us to avoid the risks of cultural stereotyping, prejudice, ethnocentrism, and intolerance, all of which are barriers to a thriving multicultural environment and permits us instead to open the channels of communication and understand how various points of view and cultures can create a stronger community.

☑ Activity 7: Checkpoint

Stereotyping and ethnocentrism are concepts we have seen in previous lessons. Can you remember what they mean? Write a definition of both.



The ability to be open and receptive to others allows us to create a stronger community.

Respect and Tolerance

Acceptance, coexistence, and understanding are strongly felt values in the UAE. They are authentic qualities of Emirati society and an integral part of this culture. As the UAE is a home away from home for many, showing respect for human **dignity** and individual worth is fundamental for the **wellbeing** of this society. This includes showing respect for the heritage and culture of others.

One of the strongest examples of religious tolerance in the UAE is the fact that it is home to over 200 nationalities and their churches and temples — more than all other GCC countries combined. In an effort to build a tolerant nation, the UAE Government had taken a series of measures such as instituting a National Tolerance Programme, issuing an anti-discrimination/anti-hatred law, setting up centres for countering extremism such as the International Institute for Tolerance, Hedayah (Arabic for 'guidance'), and the Sawab Center (Arabic for 'right path').





Sheikha Lubna Al Qasimi was the first Minister of State for Tolerance, a post which was introduced in 2016. Following a Cabinet reshuffle in 2017, His Excellency Sheikh Nahyan bin Mubarak Al Nahyan became Minister of State for Tolerance.



As far as national symbols are concerned, a country's flag is probably the most recognisable and respected symbol there is. The designer of the UAE's flag is Abdullah Mohammed Al Maainah. His design was chosen among thousands in a competition to design the country's flag. The flag was hoisted above Mushrif Palace in 1971.

Activity 8: Research Task

Do some research to find out about the initiatives and actions carried out by the Minister of State for Tolerance. Make notes on:

- The name of the initiative / action.
- When it started.
- The aims of the initiative / action.

Compassion

The UAE has become an international model for humanitarian and development work, as the generosity of the nation has reached out to all parts of the world and their people, without discrimination. Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) highlighted the leading humanitarian vision of the UAE and inspired organisations such as Dubai Cares, founded in 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him). Since its creation, the organisation has been

working towards providing children and young people in developing countries with access to quality education and has successfully launched education programmes reaching over 16 million people in 45 developing countries.

"The only valid criterion for judging man's merit, regardless of his faith, is his good actions. Being truly religious means fulfilling the true message of your own faith by leading a moral and good life that brings joy, comfort and peace to those around you."

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

Activity 9: Research Task

Do some research to find out about initiatives and organisations in the UAE that exemplify the value of compassion like Dubai Cares.

Make notes on:

- The name of the initiative / organisation
- The aims of the initiative / organisation
- Why you believe this exemplifies compassion.

Activity 10: Action Task

We have seen different values which are important to the Emirati government and its people. Choose at least two of the values described above and explain their effect on intercultural understanding and communication in the UAE.

Value 1: _____

Value 2: _____

Activity 11: Research Task

Do some research to find out some of the values of a culture different from your own. Are any of the values the same? Are any different? How would this knowledge affect the way you might communicate with someone from that culture?

In this lesson, we have considered the broader concept of values, examined the values inherent to the UAE, and which values are needed for intercultural understanding and communication. The best way to sum up our journey throughout this lesson is in the words of His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him):

"For a dialogue to be fruitful, there must be mutual respect for each other's humanity, culture and rights. A dialogue is not true if it does not lead to an understanding of one another."

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

Activity 12: Self-Assessment Task

Now that you have explored the theme of values and their role in intercultural understanding and communication, try to answer the following questions.

1. Lessons in Emirati values, manners and traditions, or 'sanaa', will be included in all school curriculums to ensure students better understand history and heritage. Do you think this is a good idea? What would you expect to find in the curriculum?
2. How do young Emiratis balance traditional and modern values?
3. Shamma bint Sohail Faris Al Mazrui, the Minister of State for Youth Affairs, launched a Twitter drive asking Emirati youth to participate in determining the most important values and principles of the UAE under the 'National Programme for the Values of Emirati Youth'. #EmiratesYouthValues. Do you think initiatives like this are a good idea?

1. _____

_____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____

Unit 5: Being a Responsible Adult (1)

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- **Why is it important for individuals to have values?**
- **What responsibilities should an adult have?**
- **What rights do you think every human should have?**
- **What do you think 'open-minded' and 'close-minded' mean?**
- **How do you think you can represent your culture?**
- **What do you think the difference is between private and personal information?**

Lesson 1: Core Values and Societal Types

- **What values are important to you?**
- **What values are important to your family and culture?**



Key Vocabulary

core values	**personal values**
universal values	**emotional maturity**
societal values	**Power Distance Index**
familial values	

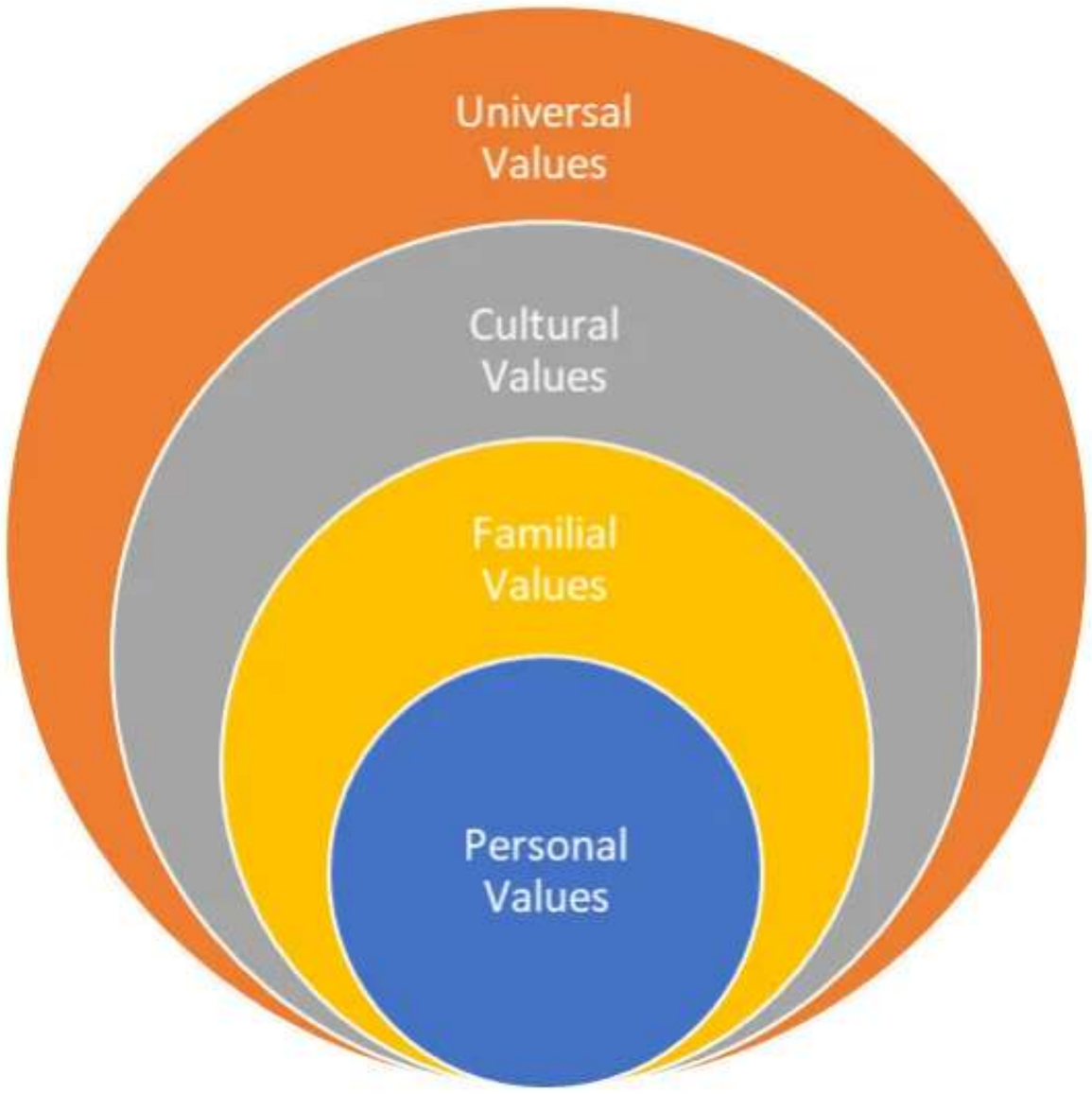
What are Core Values?

All of us have values and beliefs that stem from personal, cultural, or global customs and standards. However, what defines you at the most basic level is your core values. We have begun to explore the idea of core personal values but in this unit, we will consider core **values** in more detail. Your core values are the fundamental way that you view and project who you are to your family, friends, community, and the world around you. Consider these values as your own private catalogue of what you consider the important qualities and principles to you.

They are usually one word value statements that engage you emotionally and intellectually. They define who you are deep down: your true self. In order to have a reasonable and realistic view of yourself, in relation to others, you must first comprehend and feel secure about what your values are. While a single value may be shared among many people and cultures, the combination, and importance of these values are unique to each person. As a responsible adult, you need to be consciously aware of what you value and believe in. You may not realise their influence over your daily life, but they are essential elements in every decision you make or opinion you give.

Activity 1: Thinking Task

There will be times when you will find in a decision-making process that two or more of your values are in conflict with one another. In such a case, you must be able to differentiate between your higher and lower values. Ask yourself, which value is most important to you? Is it befitting to how you see yourself? Would you defend this value if others challenged it?



Core values are our personal values. They are influenced by family, culture, and universally accepted norms and principles. Each one of us has a unique set of values.

Core Value Types

There are three fundamental value types that influence our personal/core values. They are universal values, societal or cultural values, and familial values.

Universal Values

Basic human values that rise above culture, race, gender, religion, and socio - economic factors are called **universal values**. They aid us in identifying the principles and beliefs that are commonly shared around the world. They also help us in finding common ground to build connections among people of different nationalities, races, religious beliefs, and cultures. In 1948, the United Nations (UN) crafted the Universal Declaration of Human Rights. The individuals who crafted the declaration represented a variety of nations, cultures, and religious beliefs. Enshrined in the declaration are the universally agreed values such as peace, dignity, equality, and freedom.

The UN's Human Rights Council, in October of 2012, passed a resolution in which it noted that:

- All cultures and civilisations in their traditions, customs, religions and beliefs share a common set of values that belong to humankind in its entirety.
- A better understanding and appreciation of traditional values of dignity, freedom, and responsibility can help support and protect human rights without discrimination of any kind.
- The importance of family, community, and society in their role in upholding these values.

Societal Values

Each society or culture has shared values. These common values provide the members of society insight into what they should expect from one another. These values are called **societal values**, or sometimes cultural or national values. There are also shared principles that govern over acceptable behaviour and provide the guidelines to sort out differences among societal members, in a reasonable manner. These shared tenets provide us with a foundation in the establishment of our own personal core values. These underlying values and principles stem from our shared history, heritage, language, and religion among other things.

Familial Values

Values, steeped in tradition and culture, that are passed on and reinforced from one generation to the next within a family are referred to as **familial values** or family values. These values usually deal with moral standards, social customs, and responsibilities of family or tribal members.

Activity 2: Thinking Task

Can you think of some traditions or values that are special to your family, tribe, or community?

Personal Values

Each person, within the family, has their own unique perspective on which values are the most important to them. These **personal values** aid us in decision - making and allocating priorities within the different aspects of our lives. They are usually formed at a young age, and as adults are consciously re-examined and adapted based on our learned experiences.



Identifying your core values starts with the simple question: "What is important to me?"

Activity 3: Research Task

Break into groups and do some research to discover three to five core values which are common across different cultures, that also reflect the society in which you come from. How would you express these values as responsible adults? Compare your chosen values with your classmates. Are they similar? Are they different?

Some values to consider as a starting point are:

- Cooperation
- Loyalty
- Empathy
- Fairness
- Generosity
- Gratitude

Activity 4: Checkpoint

How are your core values a reflection of your nation's cultural values? Give your reasons.

Societal Types

"My key values are based on the values of this Emirate and the values of the UAE. You'll not find them written in any book. They are in the people."

His Highness Sheikh Mohammed bin Saud Al Qasimi, Crown Prince of Ras Al Khaimah

(May Allah protect him)

Societies are made up of a variety of individuals, tribes, religious, or ethnic groups that share a collective bond over a specific set of values, inspired by a communal identity or agreement in the way they perceive the world around them. This bond is usually acquired at a young age. While societies may often have common features, each society is intrinsically distinct.

Collective versus Individualistic Societal Types

We will examine two major societal types: collective culture versus individualistic culture. While each cultural type has its own unique perspective on the expectations of behaviour from its societal members, there can be elements of other cultural or societal types present, depending on the country or region in question.

Collective or Community-based Societal Types

In a collective society or culture an individual's identity is associated with group membership where behavioural conformity is expected. These types of cultures are also referred to as 'society-based cultures'. This type of culture puts a high value on cohesiveness and harmony. Group and social cooperation are highly valued, and an individual is more likely to lean on the group, whether family, friends, or work colleagues, in their decision making. Individuals in a collective culture may be strongly influenced by social pressures to avoid feelings of

shame over non-compliance with group influences. This does not mean that there is a lack of individual identity. However, group norms and obligations have priority over individual needs and rights.

Let us look at the UAE as one example of a collective society. Emphasis is placed on the role of the individual within the context of the family and/or tribe. What one does is a direct reflection on one's family, whether immediate or extended. There is a deep sense of obligation and honour in connection with how you represent your family in the community. One may be identified in terms of familial relationships such as 'Father of' or 'Son of'.

Now let us consider Japan as another example of a collective society. Emphasis is placed on the role of the individual within the context of a group or community. Great pressure is placed on conformity. The contributions of an individual are part of a larger collective role within the group dynamic. For example, individual students are seldom admonished by their teacher. Instead, all the students in a class are responsible for improving an individual students behaviour. Student monitors are assigned on a rotating basis to encourage discipline and conformity in each class.

Activity 5: Thinking Task

Think about the similarities and differences the UAE and Japan have as collective societies. Can you think of another collective society outside of the Middle East and Asia?

Individualistic or Personal-based Societal Type

Individualistic cultures or societies place a high importance on independence and assertiveness. They value self-worth, and self-sufficiency. Individualistic cultures are also referred to as personal-based cultures, where individuals are responsible for their own actions, and initiative is highly prized. An individual is seen as a separate entity that is distinct and independent in both identity and decision - making. In general, individual needs and rights have priority over group norms and obligations. This societal type places great emphasis on the ideology that an individual has some level of direct influence over their destiny.

Let us consider the United States as an example of an individualistic society. From a young age, Americans are taught that each person is special, and stress is placed on individual expression and independence. They grow up with an ideology that failure or success is dependent on you and you alone, and that destiny is in your hands. They have a preference for working alone rather than in groups, and often have a hard time dealing with criticism of their ethics, values, decisions, and choices.

Emotional Maturity and its Effect on Societal Values

In the past, each culture had few outside influences on it. However, today globalisation has brought the world closer together. Our lives in the UAE are affected by the actions of countries and individuals from all corners of the planet. Cultural beliefs and values are increasingly being challenged as we adapt to living in a global community. This has led to a re-examining of our core values in the context of universal beliefs. The downside of this is that many people have become disillusioned with globalisation, as they perceive that their cultural and personal values are being eroded by foreign beliefs and principles. This in turn allows for the emergence of restrictive versions of cultural values that exclude or discriminate against others.

CASE STUDY

A CULTURAL EXCHANGE STORY

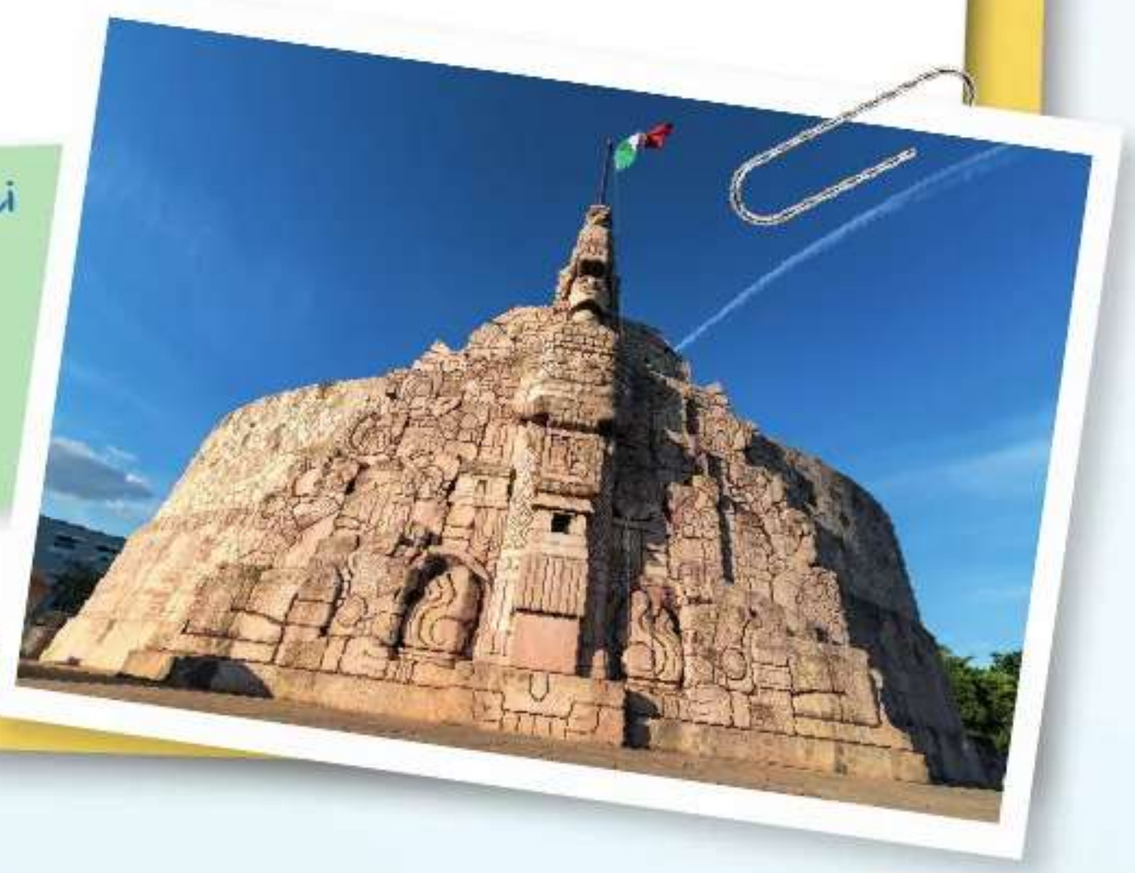
Jasim just turned 18 and is from England. He recently got accepted into a summer cultural exchange programme where he would have the opportunity to study in Mexico before starting university in the autumn. He was excited to learn more about Mexican culture and improve his Spanish. Upon arrival in Mexico City, he was told that his exchange family had to back out and that he would now be sent to study in the city of Mérida, which is located in the south of Mexico on the Yucatán Peninsula. He was not provided with any further information about where and with whom he would be staying.

Jasim was apprehensive about the change, but his family always valued not giving up.

The Programme Manager took him to the airport. Handed him a ticket and made sure he got on the plane to Mérida. Before getting on the plane, he was assured by the Programme Manager that someone would be waiting for him at the airport. After a 3-hour flight, Jasim finally arrived at the airport. It was now late at night, and very few people were around. He soon spotted a large family enter the gate area. They had a sign with his name on it so; he went over to them and tried to shake hands with the father of the family. The father pushed away his hand, gave him a quick hug and a kiss on the cheek. The rest of the family followed suit. It was unsettling; such greetings were usually only reserved for close members of his family. He would never dream to greet a stranger in this fashion.

He reminded himself that he was there to learn about a new culture even if it made him feel uncomfortable. Instead of shying away from the situation, Jasim took the opportunity to ask the father of family, Miguel, about the importance of this type of greeting. Miguel explained the traditions behind it. From that moment on, whenever Jasim felt conflicted on how to act in his adopted culture, he would first review the values that were important to him and his family, why he came, and what the outcomes were he wanted to take away from the experience.

In Jasim's story, we see that he was confident in his core values and was emotionally mature in his behaviour. He understood that his values and societal traditions may be different from the country he was studying in. Instead of isolating himself, he embraced the opportunity to add to his knowledge, while maintaining his own core values.



Homeland Monument, Pasei Montejo, Mérida, Yucatán in Mexico. The monument illustrates passages of Mexico's history.

Part of being a responsible adult is a self-awareness of our subconscious motivations, and striving towards **emotional maturity**. If you are emotionally mature, then you are secure in understanding your personal values, and are prepared to allow others to express their own values without measuring them against your own standards. As a responsible adult, you would be secure in what you believe, while being open to new ideas, considerate of 'others' differences, willing to share knowledge and information with others, providing and receiving constructive criticism, and be willing to strive for equality.

☑ Activity 6: Checkpoint

Being open, understanding, and able to detach one's insecurities are traits of an emotionally mature person. What traits do you possess that are related to being emotionally mature?

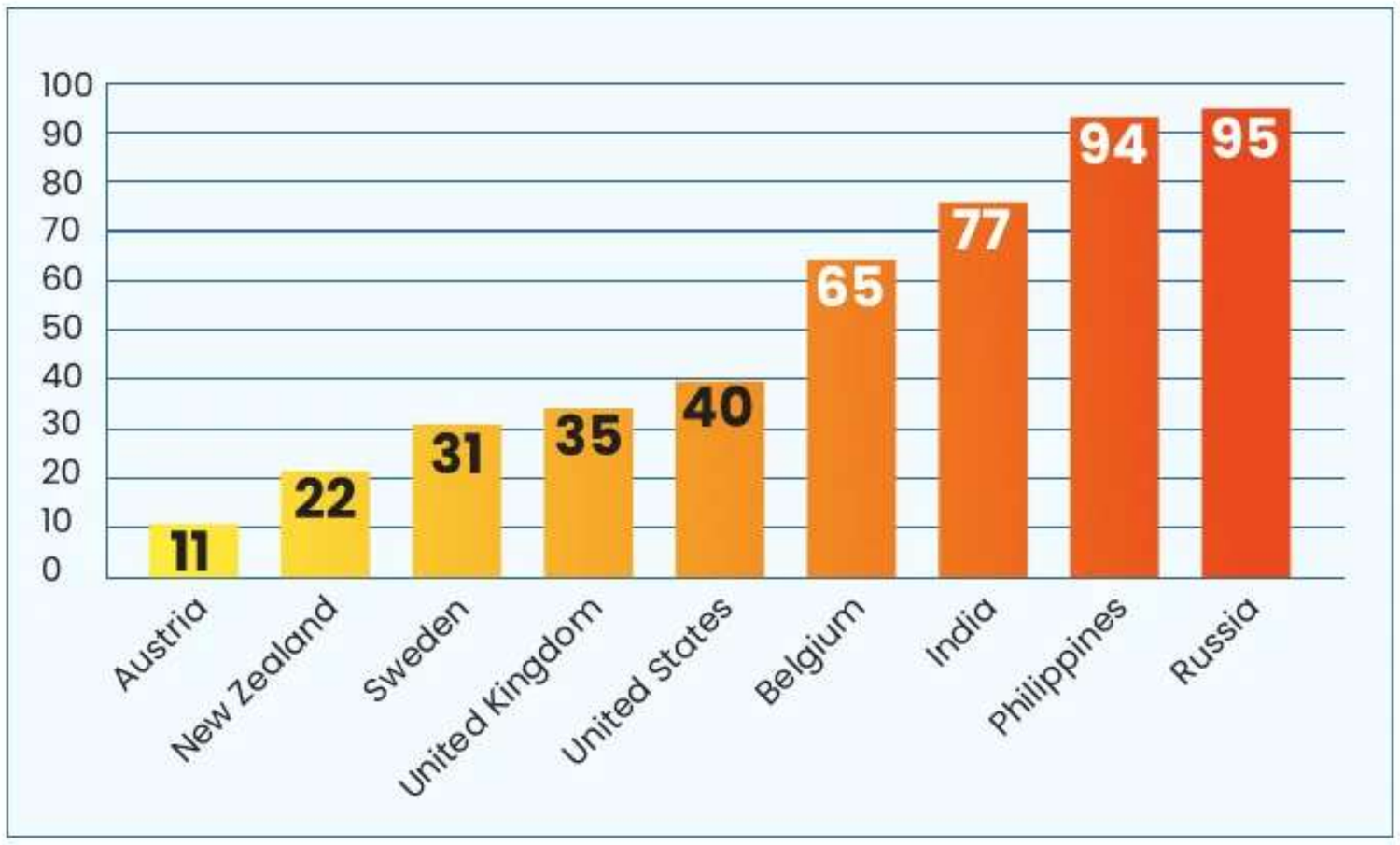
Power and Authority

A Dutch Sociologist, Geert Hofstede, observed in the late 20th century that employees at an international company reacted differently to authority depending on where they were from. He devised the **Power Distance Index** to explain the phenomenon. The Power Distance Index (PDI) measures the degree to which power and authority is distributed within an organisation or society. In nations where the PDI is high, a person may automatically respect and accept someone merely by their rank/position in society creating a dependent relationship. If the PDI is low, a person is more willing to question the actions of people,

regardless of rank/position, thus creating a reciprocal relationship.

Societies or organisations that score high on the PDI have a prevailing social caste or class system which upholds an inequality in the distribution of power. Individuals lower in the social chain obey those higher up and will not challenge or even engage in conflict resolutions. Only rarely are those in power challenged. Bureaucracy and authority are a given and the community is indoctrinated, from a young age, that everyone has a set place in society.

Societies that score low on the PDI have a more balanced distribution of power. In this type of society, authority figures often involve subordinates in decision making and problem solving. Authority figures, within certain limits, are approachable and accountable for their actions. Leaders encourage community involvement and contribution.



The Power Distance Index for Selected Countries

Activity 7: Action Task

Examine the Power Distance Index graph above. Are you surprised by how some of the countries are ranked? Where on the graph do you think that your country would rank on the graph and why? Give your reasons.



The UAE is a shining example of a multicultural society, where other cultural values are respected while maintaining its own societal values and beliefs.

Activity 8: Discussion Point

If we look at the role of an adult within Emirati Society, we must take into account that the UAE is a flourishing multicultural community made up of over 200 nationalities. This can be daunting at times when it comes to social and professional interactions. Discuss ways in which people can find common ground as they interact with other nationalities, while being considerate of their views on social hierarchy.

Activity 9: Self-Assessment Task

Now that you know more about 'core values' and 'societal types', try answering the following questions.

1. Why is it important for individuals to have values that they can live by?
2. How can you benefit from what your values are?
3. What values have to do with making choices?
4. Is it sometimes hard to live by your values? Do you sometimes have to make a sacrifice in order to do what is right? Is it worth it? Why?
5. Can values be added and taken away from your core value set? Give your reasons.

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 2: The Key Qualities of a Responsible Adult

- **Do you think 18 is too young to become an adult?**
- **Do you think you are a responsible person? Give some examples.**



Key Vocabulary

teenager	non-defensive
age of majority	non-confrontational
personal power	equality
goal setting	fairness
rationality	

Key Qualities of a Responsible Adult

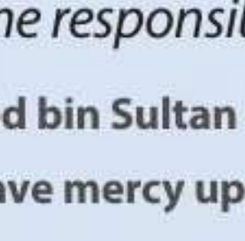
Young adulthood is a fairly recent development in the long history of human civilisation. The notion of recognising this unique developmental period in human life, started to take hold sometime around the beginning of the 20th century. Even up until around the middle of the 20th century there were people, teenagers between the ages of 13 and 19 were not recognised as a specific age-related peer group. They were simply thought of as adults and had adulthood responsibilities.

Starting after World War II, the idea of the **teenager** began to gain an identity. In the 1950s, advertising and media industries started to target a 'teen culture' through age-related products ranging from books, fashion, and films. As teen culture progressed, so did the belief that teenagers should not be expected to uphold adult rules and obligations, and that society should be more lenient towards them as they transitioned from childhood to adulthood.

In most UN member countries, the general **age of majority** is considered to be 18. You will be legally an adult when you reach 18, or the legal age of the country in which you reside. For practical purposes, we will consider 18 as the age of being legally an adult. However, just because you work, pay rent, own a car, have a bank account, or attend college or university does not mean that you are a responsible adult. In general, being a responsible adult means being dependable, honest, honouring promises and commitments, and showing accountability for your actions. While key qualities are related to our values and beliefs, they are not the same. They are the assets or abilities that, as a responsible adult, you apply in your daily life and are based on your core values and beliefs.

Activity 1: Thinking Task

At what age do you think someone should legally be recognised as an adult and have to assume adulthood responsibilities? Why?



The responsible man can earn his children's love if they feel that he is trustworthy and that he assumes his responsibilities as a father -looking after their affairs, caring about their problems and not discriminating between them. Any responsibale man who fails to achieve this is not fit to assume responsibility.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)



The key qualities of a responsible adult reflect their core values and principles.

The Quality of Personal Power

Personal power has a positive effect on all of us. It gives us the ability to consciously control the environment around us, in a positive way, by helping us keep our thoughts and emotions in check. It is the progression towards self-realisation and the mastery of one's self and not of others. Personal power is a state of mind that is based

on positive personal values, competencies, and being confident in whom we want to be. This in turn leads us to be more generous, kind, creative, and humane in our actions and deeds towards others. It also is a way to empower ourselves and keep ourselves motivated when faced with life's hurdles, fears, frustrations, and disappointments.

Attributes of Personal Power

- **Self-development.** Continuous monitoring and adapting outlooks and expectations of the world around us to improve who we are and want to be.
- **Connections.** Building positive relationships that are enriching and not destructive.
- **Solutions not problems.** No complaining, and instead focusing on solutions to the frustrations and problems.
- **Time management.** Evaluating the best way to spend our time wisely by prioritising things and activities in our lives. Getting caught up in trivial matters diverts time away from more important issues.
- **Be responsible.** Accepting that there are consequences for our actions, whether positive or negative. There is no shame in making mistakes or failing. Sometimes the best teachers in our daily lives are our mistakes...they are great learning experiences that can help us understand what we can do better the next time around.
- **Act humanely.** Including random acts of kindness in our lives, which can be as simple as holding open a door for someone, acknowledging someone by saying 'Hello,' or even a smile.

"I sometimes go through pictures of our nation's founders, Sheikh Zayed and Sheikh Rashed, and I find them both smiling. They always seemed to be positive, relaxed, and confident. I attended numerous meetings with them and

other leaders, with regular citizens and with experts in different fields, and they never stopped smiling. The smile for us in the UAE is part of our personality, our identity, and our way of dealing with people."

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Ruler of Dubai and Vice-President of the UAE.
From page 63 of his book 'Reflections on Happiness and Positivity' (2017).

Activity 2: Thinking Task

In the quote, His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) mentioned the impact of a simple smile in interacting positivity with others. Can you think why this is so?

Activity 3: Checkpoint

By accident, Fayiz spilled juice on his sister's art project, ruining it. No one saw him do it. When his sister saw her art project destroyed, she blamed their younger brother, Hashim, who was in the room at the time. Instead of letting Hashim take the blame, Fayiz told his sister that he did it by accident and that he was really sorry. He even offered to help her create a new project.
Explain in your own words what attributes of personal power Fayiz displayed.



An important part of setting and implementing goals is time management.

The Quality of Setting and Implementing Goals

To understand your goals, and how you will achieve them, you must first have a concise and formulated plan. By setting realistic and logical benchmarks and outcomes, you will be able to focus on what needs to be done to make your goals a reality. The ability to properly set goals and implement realistic strategies to obtain them is a hallmark of a responsible adult. **Goal setting** removes the stress of not knowing what you want to achieve, in both your social or professional life. People who set goals have a higher sense of purpose. They feel more in control of their life than those who do not. It also increases their self-esteem as they can visualise their progress.

Part of setting and implementing goals is the way we manage our time. Time management is an essential skill for achieving our goals, as noted when we learned about personal power. Without it we would not have a realistic time frame in which to complete a task or reach a benchmark. Responsible adults need to understand the value of being able to effectively plan and manage their hours within their day optimally. This allows them to complete tasks and goals, both on a large scale and in scheduling daily activities and tasks.

Activity 4: Research Task

Your family is planning on visiting Ferrari World this coming Friday. They have asked you to organise the day. The ultimate goal is to have a fun, stress free day of activities. Go online and see what activities or special events the theme park has available. Based on your research, create a simple, realistic schedule for the day. Make sure that what you plan is not only achievable but will fulfil the goal set by the family.

Present your findings and arrangements in the form of an itinerary of activities and travel times. How does your itinerary compare to your classmates? Are they similar or different?

Rationality

For many of us, our emotions influence us in our decisions. **Rationality** is the way we understand the importance of how we feel about something, and how that feeling may influence what we know is the right thing to do. Our inability to separate how we feel from how we think can greatly impair our decision-making process. As a responsible adult, you will be able to make rational choices based on a strong sense of identity and integrity in relation to your core values, beliefs, and ethical concerns. Moreover, you would be able to distinguish between appropriate times to be guided by your gut feelings or logic and reason. Think of each decision as a process, whether that process takes a few minutes or several days or more to make, depending on the situation at hand.

During the decision-making process you must first define what the decision is about. Then you need to identify what the criteria are and rank them in terms of priority. Next you need to evaluate any alternatives and find the optimal results before making a decision. At the end of the process, you need to evaluate the outcomes for future reference. Turning emotionally powered statements into rationally powered ones will help keep you on track. Instead of saying 'Help me, this is a really tough and worrisome decision for me to make', change it to 'Please advise me, as I have concerns regarding this difficult decision.' A simple change in language shifts the statement from emotional to rational.



By understanding the effects emotions have on decision making we can make more informed and rational decisions.

Activity 5: Discussion Point

Read the two scenarios below. Choose one and answer the question. Then discuss your choice and how you formulated your decision with a classmate. Try to use rationality instead of your gut reaction in your answer. Assume that both Dan and Amy have the same core values as you for this exercise.

Scenario 1:

Dan has decided to finally get a post-paid subscription for his smartphone. He has already decided on a carrier service and is now reviewing the three available plans on offer. Plan A offers 5 GB of data and 300 flexi-minutes for 125 AED; Plan B offers 15 GB of data and 900 flexi-minutes for 250 AED; finally Plan C offers 25 GB of data and 1500 flexi-minutes for 600 AED a month. All of Dan's friends are signing up for the 600 AED package, but is it really the best choice?

Which plan would be the most rational choice for Dan to make, considering the cost of the package against the value of services?

Scenario 2:

Aisha has been accepted into three universities. She plans to major in Aeronautical Engineering. University A is located in the UAE, University B is in France and University C is located in Australia. All three universities offer a major in the field that she wants to study, but only universities A and C are internationally accredited. Aisha has received an academic scholarship offer from university B; however she would have to spend at least one year attending language classes before continuing her studies. University B has local accreditation, and is working towards their international accreditation. University A has accreditation plus there is an added bonus that she can live at home while she studies for her degree.

Which university should Aisha choose to attend?

Scenario 1

Scenario 2

Non-Defensiveness and Non-Confrontationalism

It is easy to get defensive or critical when faced with negativity. Almost all of us get defensive when we perceive that something we do or say is attacked, whether that comes in the disguise of a negative comment or criticism of our work, values, beliefs, or practices.

Non-defensive Strategies

Being responsible means trying to stay level-headed and calm, no matter what is being said or how others behave in a situation. It means we need to respond to situations in a **non-defensive** way. When we get defensive or angry, we are making it much harder for others to listen to our point of view. Furthermore, we risk the other person or group of people in turn becoming defensive. No matter how hard it seems, you should always try to be the responsible adult in the situation. Never let things fester. The longer you hold it inside of you, the bigger the issue will become, and by the time you finally do address the issue at hand you may be too frustrated or emotional to effectively communicate. Try to look for any positive outcomes and solutions to the situation at hand.

Avoiding the Blame Game

Ensure that you are honest and considerate. You can deliver the message in a non-critical way by steering clear of generalisations such as 'You are always upset', avoiding placing blame on others, and being careful to not attack a person's character or ideas. This can be done by first making observations, using "I" instead of "You" statements as they are less critical sounding. Secondly, relate effectively with the other person and properly identify your feelings. Finally, the most important aspect of being **non-confrontational** is to let the other person know that what you want most is to find a solution, and not just complain.

Activity 6: Action Task

Sharon Ellison is an international communication consultant, an award-winning speaker, and the author of 'The Art of Powerful Non-defensive Communication'. In 1994, she described six defensive ways we normally react to a variety of situations. Examine the table below, choose three sample statements and think of a way that you could rephrase that statement using what you just learned about non-defensive and non-confrontational communication, and write them down below.

Surrender – Betray	You allow someone to overpower or misuse you, then blame yourself while defending the other person's behaviour. Sample statement: My boss yelled at me in front of everyone because he hasn't been feeling well lately. I should never have asked for time off.
Surrender – Sabotage	You allow someone to publicly overpower or misuse you, then undermine them privately. Sample statement: Samir was really rude to me over the project I am supposed to help him with. I will make sure to give him all the wrong information to get him back.
Withdrawal – Escape	You don't want to talk about something with someone, so you actively avoid them. Sample statement: I don't want to answer the phone call from John since I know he wants to talk about the exam tomorrow.

Withdrawal – Entrap	You withhold information from someone in order to make them look foolish or make a mistake. Sample statement: Rachel asked for the quickest directions to the campsite on Friday. I will pretend to forget about it until after the weekend.
Counterattack – Justify	You justify your behaviour or actions when someone criticises or questions you, just to prove that they are wrong to be angry with you. Sample statement: I know I am late, but the power went out and the alarm didn't sound.
Counterattack – Blame	You blame someone else in order to defend yourself during a clash. Sample statement: Why are you always being so rude?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Equality

In your mind, what is the longest relationship you have ever had? Most people will answer that it is with a family member or a trusted friend, but stop a minute and consider the idea that the longest relationship you have ever been in is actually with yourself. Most of us have a natural tendency to be more judgmental of ourselves than of others. Once we begin to understand the standards and ideals that we hold ourselves to, then we can understand the subconscious ways we treat ourselves and others. As a responsible adult, you must be able to seek out **equality** and **fairness** in the way you deal with situations and your interactions with others to understand the role fairness plays in equality.

People often confuse equality with fairness but they are not the same. You can be equal in your treatment but at the same time not fair. Equality is a tangible concept, while fairness is often subjective. One person's ideology of fairness can vary drastically from someone else's. Equality ensures that you are guaranteed the same opportunity and/or treatment as everyone else, whereas fairness is the unbiased and just treatment of everyone to ensure that each person gets what he or she needs. However, without fairness you cannot expect a positive outcome of equality in the way you deal with your relationships.



You can be equal without being fair and yet you cannot be fair without being equal.

Activity 7: Discussion Point

Read the statement below and try to answer the questions. Discuss your answers with your classmates and see if you can differentiate between fairness and equality.

Robert had to attend a workshop on ethics. At the end of the workshop, everyone had to make a presentation. Robert put a lot of effort into his presentation, while others did not. On the last day of the workshop, each participant received the same grade, no matter what amount effort they put into their presentation. Even the people who did not prepare a presentation received the same grade as those who put a lot of effort into their presentations. Robert questioned the facilitator on why he gave everyone the same grade regardless of whether they completed the objective or not. The facilitator responded that it would not be fair if everyone in the workshop did not get the same grade, as they paid the same amount of money to attend the workshop.

- Was it equal that everyone got the same grade?
- Was it fair that everyone got the same grade?

Activity 8: Self-Assessment Task

Now that you know more about the key qualities of a responsible adult try answering the following questions.

1. What are two attributes of 'personal power'?
2. What is the difference between 'equality' and 'fairness'?
3. What is the 'blame game'?
4. Is the personal power attribute of time management an element of goal setting? Explain.
5. How does emotion affect our decision-making process?

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 3: Rights and Obligations

- **What jobs do you have to do at home?**
- **What rules does your school have?**



Key Vocabulary

responsibilities	**privileged rights**
human rights	**group rights**
inalienable rights	**social obligations**
legal rights	**moral obligations**
entitled rights	**legal obligations**

What are Rights and Obligations?



Rights and obligations are different from one another. Unfortunately, many people are unaware of or confused by the differences between them and use them interchangeably. It is true that both play an integral role in our daily life, and both of them strengthen our social interactions and **responsibilities**. This is where the similarities end. Rights are privileges or liberties that are given and protected by law and stipulated in regulations or ordinances. On the other hand, obligations are duties or responsibilities required by law that are stipulated mostly by virtue of morals and/or values. A responsible adult needs to be able to identify and distinguish between the two.

What are Rights?

A right is a privilege or a liberty to have or to do something. Rights allow an individual to understand what is and what is not sanctioned and permissible. Rights are protected by the law, or a governing body, through which they were granted. Rights differ based on society or cultural communities and are strengthened by social and legal values and beliefs. There are universal values and principles that are applicable to everyone regardless of gender, status, cultural group, religious affiliation, or nationality. These rights are known as human rights. Some examples of **human rights** are the right to equal treatment; the right to education; or the right to clean water. These rights serve as a foundation for a stable and prosperous society.



Human rights are universal. They belong to each of us regardless of ethnic background, gender, religion, or nationality.

Activity 1: Thinking Task

Can you think of another example of a basic human right that is important to people your age?

Inalienable vs. Legal Rights

Rights that originate from human nature and are not 'man-made' are called **inalienable rights**. They are independent from laws or customs of a specific society or country. They are universal in nature. They are sometimes known as moral rights. They supersede a specific society's norms and laws. An example of inalienable rights comes from the American Declaration of Independence which is the right to 'life, liberty, and the pursuit of happiness'. Inalienable rights may only be taken away in exceptional circumstances.

On the other hand, **legal rights** are rights that have been proposed, declared, and protected by a specific government. They vary by territorial dominion (Country, Emirate, State, or Community) as they are based on societal norms, customs, or legislation. Legal rights are sometimes referred to as civil rights. New laws can add, amend, suspend, or revoke a legal right whenever necessary. In the UAE, Article 14 of the Constitution provides an excellent example of legal rights:

> *'Equality, social justice, and providing safety, security, and equal opportunities to all the citizens are pillars on which the community is grounded. Solidarity and shared sympathies are close links that tie the Emirates together.'*

Activity 2: Discussion Point

Discuss Article 14 of the UAE Constitution. Which legal rights are mentioned or suggested in the Article? Can you provide an example of this Article in action?

Entitled vs. Privileged Right

When a person's entitlement or claim to a specific right is based on the actions of an individual or group then these rights are known as entitled rights. An **entitled right** or 'claim right' implies that a duty-bearer has an obligation to a particular right holder to ensure that the rights of that person are met by either an action or refraining from an action. For instance, Jane has the right to a public education; it is the

obligation of those in authority to ensure that her right is met.
By contrast, **privileged rights** are distinct from entitled rights, but are interrelated like two sides of the same coin. They are also referred to as 'liberty rights'. A privileged right is the freedom or authority for a person to have or to do something without an obligation being placed on someone else to ensure that the right is met. For instance, Amira has the right to speak, but Sofia is not obligated to listen to her. The difference between the two is that a person has a privilege right only if there is not an individual or group that has a right preventing them from it. For example, James may have the right to talk on his phone until he enters the cinema, when he has the obligation to the others in the cinema to allow them to enjoy the film without distraction. Someone's privileged right exists only until another's entitled right places a boundary on that liberty.

Activity 3: Action Task

Amira adores talking about almost anything and everything, no matter where she is. Sofia on the other hand is not a very talkative person, and prefers to spend her lunch break and any spare period at school in the library studying. Sofia is in the library quietly studying for an upcoming exam when Amira comes in. She is meant to pick up some books for a class project. While the Librarian is gathering the materials, Amira spots the opportunity to chat with Sofia. Amira sits down across from Sofia and begins talking about random social news. This annoys Sofia, who really does not want to have a conversation at that time, but wants to get back to studying. Sofia is very happy when the Librarian returns and Amira heads back to class with the material her teacher sent her there for.
Both Amira and Sofia had a privileged right in the case study above, but only one had an entitled right. Which girl had the entitled right and why?
Give your reasons.

Group Rights

So far, we have looked at individual rights. These rights belong to a single person regardless of whether that person is associated with a group or not. **Group rights** exist when a group is no longer viewed as just a gathering of specific individuals, but as a singular collective in which the rights of that entity eclipse the rights of the individual members. This collective group becomes an entity in its own right, such as a corporate body, a platoon of soldiers, or a student delegation. The collective group develops its own distinctive identity, and can be viewed as having rights similar to an individual. For example, students from different schools are selected to form a delegation that will travel to an international conference. This delegation is now an entity or collective group, where each individual within it is allowed an extension and protection of their own individual rights, as long as those individual rights do not jeopardise the integrity of the overall collective rights of the group in question.

Activity 4: Thinking Task

Can you think of another example of where the rights of a group outweigh the rights of an individual?

Activity 5: Checkpoint

Can you identify two different types of rights?

1. _____

_____

2. _____

_____



Obligations exist in a variety of ways, such as obligations to your family, community, religion, or upholding certain laws of a country.

What are Obligations?

An obligation is a moral, social, or legal responsibility to do something. Obligations exist in a variety of ways, such as obligations to your family, community, religion, or upholding certain laws of a country. Like rights, obligations have an essential function within each society. As a responsible adult, you need to recognise that in order to benefit from having rights, you need to carry out your obligations to yourself and to others. Obligations can be applied in a specific or broader context, depending on the type of responsibility or duty it entails. An example of a specific context is when a teacher assigns a specific list of obligations for the class to follow during an exam. An example of a broader context is a moral or legal obligation to keep the music volume down while driving in a residential neighbourhood at night. No matter which type of obligation, specific/general or moral/contractual (legal), without responsibility it is extremely difficult to accomplish anything.

Duties

A duty is an obligation to behave in specified manner. While duties may come from a variety of sources, they all have a basis in morality. A duty carries with it a responsibility and an expectation. Students have a duty to treat their classmates fairly, to ensure that the school's learning environment is safe and effective, and to follow the rules set forth in the student handbook. Most duties fall into two categories. The first category is things or actions that are prohibited or should not be done. They usually start with 'Don't' or 'It is not allowed to'. For example, 'Don't lie' or 'Don't use your phone while driving'. The second category is things or actions that are required or should be done. They usually start with 'Do'. For example, 'Do show respect for others' or 'Do be kind to animals'.

Activity 6: Action Task

In the boxes below, provide two examples not listed above for each of the two types of duties.

Prohibited Duties

1. _____

2. _____

Required Duties

1. _____

2. _____

Social Obligations

We have a responsibility, as individuals, to adhere to societal traditions and customs, whether it be an expected obligation to spend each Friday with your family, or the duty of parents to teach their children about household safety. Organisations or groups may also have a responsibility towards society such as sustainability. **Social obligations** are responsibilities, based on one's family or societal values and beliefs that have a positive effect on the entire community or society, as opposed to just a single individual. Individuals, within a society, have a social duty to act in a moral way, in all aspects of their daily life, which in turn sets the example for others in the society to follow suit.

Activity 7: Thinking Task

Think of a positive example of a social obligation and share it with the class.

Moral Obligations

A responsibility or duty to conduct oneself in a manner defined by one's ethical principles, personal values, or beliefs is a moral obligation. **Moral obligations** have a basis in law, ethics, and values. They arise from a sense of right and wrong. An individual assumes a moral responsibility to commit to do something that they have promised to do or have been mandated to do by tradition or religion. Whatever the source, a moral obligation is a representation of an ethical principle in which one feels honour-bound to do.

Moral responsibilities can be internalised, and may or may not be subject to external influence. Let us take charity as an example. We may have an internalised moral obligation to give back to the community based on personal beliefs and values. At the same time, we may be influenced by tradition or religious beliefs in fulfilling that same obligation.

Problems arise when a moral obligation is in direct conflict with a legal obligation. When this occurs, one must consider the implications and outcomes of breaking a legal obligation with the intrinsic value of the moral obligation. This can be made more difficult when other moral obligations are put into question such as being law abiding.

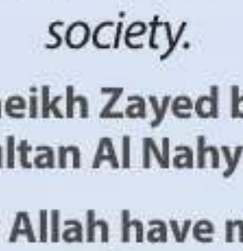
Activity 8: Action Task

Omar is volunteering at a private food bank that receives donations from wealthy neighbourhoods. He finds out that the food bank owner is taking the most expensive items and selling them in his store instead of giving them to the needy. Omar is conflicted. If he reports the owner to the authorities then there is a high chance the food bank would close, which would directly affect the needy families Omar is there to help. Omar feels a moral responsibility towards the families, who need the food bank, but at the same time he has a legal responsibility to report the illegal activities of the owner.

What would you do in his place? Give your reasons.

Legal Obligations

A **legal obligation** is an obligation that is enforceable by a court of law. Legal obligations can be a formal arrangement, a contract/agreement or a legal duty to follow the law of the organisation, society or nation you are affiliated with. A moral obligation may become a legal obligation when moral or ethical principles are incorporated into criminal or civil legislation. While failure to uphold a moral obligation may only result in criticism and blame, which may lead to that person feeling guilt and regret, it is when a moral obligation becomes a legal obligation that



We must work to instill a sense of responsibility in every individual in this nation. Every citizen must fulfil their duty and contribute constructively and creatively to the advancement of society.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

it then becomes executable by law. For instance, we are morally obligated to be honest and truthful in our daily lives; however, being truthful and honest becomes a legal duty when we are asked to tell the truth, under oath, in a court of law. Failure to tell the truth under oath is perjury and is punishable under most laws.

Internal and External Obligations

There are internal and external obligations that each of us face in our daily lives. Internal obligations are subjective, whereas external obligations are objective. An internal obligation is a responsibility to oneself that it is not required by law or society. An external obligation is a legal or situational responsibility to do something out of necessity. Think of these obligations in terms of 'Must/Should' and 'Have got to'. Let us look at the difference when applied to a statement about an obligation to do homework:

I really must/should do my homework before dinner.

I have got to do my homework before dinner.

The first statement implies an internal obligation with no external influence. The second statement is an external obligation as one assumes that there is either a request or an agreement to ensure that the homework is completed by the set time.

Activity 9: Thinking Task

Do you think it is easy to differentiate between an internal and external obligation using 'Must/Should' and 'Have got to' statements? Why?

Key Difference Between Rights and Obligations

Now that we have explored what rights and obligations are, let us now turn our attention to some of their key differences. The most important distinction between a right and obligation is that rights refer to something we enjoy or gain. Rights are individual privileges. Obligations, on the other hand, refer to what we are expected to do morally, socially, or legally. Obligations are our responsibilities and duties as members and citizens of society.

Rights	Obligations
• are claims to have or do something • are for oneself • are what an individual receives from a society	• are moral, social, or legal duties to do something • are mostly for others • are what an individual does for a society

Rights and obligations have a symbiotic relationship with one another. Below are some examples of that relationship:

- Asma has the right to privacy which it is the law's responsibility to protect.
- John has the right to healthy food at school. It is the school's duty to provide John with healthy food alternatives.
- Mariam has the right to take photographs of the city. It is her obligation to make sure not to take photographs of people or certain places without their permission.

"Our goal in life is to achieve justice, be morally right and support the weak against the dominant. We are not cautious about our children's participation in the responsibility of ruling, as long as these are our goals. We think that our duty is to distribute responsibility among

the citizens, and we did this just as Islam calls for true democracy and justice."

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

Activity 10: Thinking Task

Think how you may be responsible, and just, in the inclusion of those with special needs in your school and community. Share your idea with the class.

Activity 11: Self-Assessment Task

In this lesson, we explored rights and obligations. Now that you understand a little more about them, try to answer the following questions.

1. What are obligations commonly referred to as?
2. What are rights commonly referred to as?
3. What is an example of a right?
4. When can a group assume rights?
5. What is an example of an obligation?
6. What is an example of a conflict between a right and an obligation?
7. What is a key difference between a right and an obligation?

1. _____

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2. _____

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3. _____

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4. _____

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5. _____

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6. _____

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7. _____

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Lesson 4: Openness and Social Inclusion

- **Can you remember your first day at your current school? How did you feel?**

- **If there is a new student in your class, what can you do to make them feel welcome?**



Key Vocabulary

openness	**social cohesion**
open-mindedness	**social inclusion**
close-mindedness	**social exclusion**
inclusion	

Openness

Responsible adults are open to new ideas and experiences. They are secure in what they believe. They are considerate of the differences of others. They possess the willingness to share their knowledge or information with others. They are open to receiving and giving positive, constructive criticism. They are aware of their subconscious motivations that help or hinder them looking for equality and **open-mindedness**. These are some of the traits of the concept of **openness**.



Openness is a gateway to accepting and being receptive of new perspectives, and a willingness to assimilate new ideas into your way of viewing the world.

Activity 1: Discussion Point

Sometimes we don't join in classroom discussions because we worry that we will be teased, or our opinions will be made fun of. Discuss with your classmates how to create guidelines for a safe environment in which all students feel that they can share their knowledge with the class. For example, 'no name-calling', and 'listen without judgement'.

Open-mindedness

When a person is receptive to new viewpoints, practises, or ideas then that person is considered to be open-minded. Open-mindedness is connected to the willingness to share and acknowledge viewpoints other than your own, without resistance to the people sharing them with you. Being open-minded does not mean that you must assimilate every opposing perspective that you come across, nor does it mean that you have to accept at face value the perspectives or beliefs of others. It means that you have the ability to assess new ideas and the capacity to be able to explore further or adapt those ideas that you find interesting. In essence, being open-minded is putting the concept of openness into practise.

An open-minded person is also an emotionally mature person. Those who are emotionally mature have a sense of rational curiosity of how and why other people think, believe, or practise in a manner other than their own. They are aware of the world around them and of how they wish to represent their identity and societal and/or cultural values and belief systems to other people. They also acknowledge that their world perception is neither more nor less valuable than another person's. It is just a perception. Perceptions are fluid and subjective, which means that they may be adapted and enriched as needed or desired.

Activity 2: Action Task

In the spirit of openness, Steve's school organised an assembly where each class had to present information regarding a particular culture's heritage, customs, and traditions. Steve's class chose Japan. Each student in his class was randomly assigned a topic to research. Steve was assigned the topic of national food and found particular interest in the Japanese tea ceremony. Through his research, he found it interesting that the ceremony involved preparing powdered tea for guests according to custom and tradition. This made him remember the Arabic custom of Arabic Coffee, which also involves preparing traditional coffee and serving to guests according to custom and tradition. While both customs originate from different religious and historical influences, they were both steeped in the spirit of generosity and hospitality. This made Steve interested in seeing if there were other cultures that also had a similar custom or tradition.

What influence did the school's assembly on openness have on Steve?

Do you believe that such an event would be successful at your school? Give your reasons.



Close-mindedness often stems from insecurities and fear of the unknown.

Closed-mindedness

We have learned that openness is related to a person's ability and/or desire to be willing to understand, absorb, and adapt perspectives or ideas other than their own. **Closed-minded** is the exact opposite. It occurs when an individual is resistant or has a restricted mind-set that leads them to be unwilling to consider that there may be an alternative way of behaving, thinking, or doing things. This type of person is often referred to as a 'close-minded individual'.

This kind of behaviour can stem from fear, insecurity, or even a misguided sense of superiority. An example of a close-minded person is someone who has a strong viewpoint, and who is not willing to consider any argument or comment that may oppose their own point of view from another person or group. A close-minded person may travel or live abroad but will seek to surround themselves only with people from their own culture. They are intolerant of other cultures including, at times, the culture or society that they are living in. For example, Joe has just moved from Canada to the Sultanate of Oman for work. He works for an American company and deals mostly with Western expatriate workers in the oil industry. Outside work, he expresses little interest in socialising with anyone not from North America, and he is not interested in learning or participating in any Omani traditions or customs. He is resistant to anything that is not same as his culture or traditions.

Activity 3: Thinking Task

Do you think it is possible for a close-minded person to become open-minded? If so, then why?

Dealing with Close-Minded People

When you come into contact with a person who is close-minded, you may discover it hard to interact with them. You may question whether or not you can deal rationally with someone who is stubborn and/or hostile towards your or any perspective that is new or different from their own. You consider their behaviour wrong, and that yours is right. You begin to see that the problem lies with them and not you. You approached them in the spirit of openness, right?

Activity 4: Thinking Task

Before you read on, think about whether or not the approach above is right or wrong. What conclusion have you made? Are you able to justify your decision?

When we approach a situation where we have already decided that our way is better than someone else's, then we ourselves have started to behave in a closed-minded way. At this point, who is actually right becomes inconsequential. Sometimes it is easy to lose focus on what we originally intend to accomplish. Though our hearts are in the right place, often when we are faced with resistance, we, in turn, become resistant to the other person's personal perspective. In other words, we become close-minded towards them. When we are faced with such situations, we need to stop and assess the true source of our discontentment. More often than not, we will find that the problem lies with our own internal opposition, not with the other person.

Part of being responsible is nurturing the concept of outright acceptance and empathy. We need to be able to understand the driving forces behind our internal resistance when it arises towards someone that we perceive as close-minded. Our desire to bring them around to our point of view and our need to be right can cloud the possibility that there may be some relevance in the other person's point of view or perspective. Once we begin to deepen our understanding of these internal forces, then we can identify the reasons behind our opposition and be able to address them in a rational manner.

Internal Opposition

Internal opposition usually stems from pride or ego. When our pride or ego gets the better of us, anything that challenges our thoughts, ideas, or perspective is seen as a personal attack which we in turn need to defend against. Being responsible, in such situations, implies that we must be willing and able to detach ourselves from our pride and focus on the bigger picture. What was our desired outcome for a particular encounter? Did we want to share and understand varying viewpoints or force ours onto someone else?

It is hard, as an adult, to try and act rationally. It is even harder to act rationally and with a degree of emotional maturity in the face of opposition. It is much easier to sink to the level of the other person and be defensive instead. However, as hard as it may seem at first, once we begin to make efforts to be non-judgmental on the other person, we set an example of openness. In doing so, we have the ability to create a positive and secure environment that may encourage the other person to become a little more open-minded by maintaining a degree of curiosity and non-defensive.

We must try to see the situation from the other person's perspective, and from there we can empathise with them. Before giving up, and seeing a particular encounter as hopeless, we need to attempt to accept that each of us is different. We must try to put our perspective into practise without negating theirs. Close-mindedness is fuelled by insecurities and fears of the unknown. That means that when we go on the attack, we may, on occasion, win a debate but at a very high cost. We have driven the other person deeper into their insecurities and fear which, in turn, will lead them to be more resistant to other perspectives further down the road. As we improve the ability to accept others for who they are, with compassion, then the more open-minded we become, and the more likely we are to be able to forgive and ultimately accept.

☑ Activity 5: Checkpoint

What is the best method in dealing with a close-minded person or group?



Fairness, cooperation, and being open to new experiences are related to inclusion in the context of social interaction.

Inclusion

We have already started to explore some of the defining characteristics of **inclusion**: fairness, cooperation, and openness. Let us now focus on inclusion in the context of social interaction.

Social Cohesion

The proverbial 'glue' that binds a society or community together is known as **social cohesion**. Social cohesion is achieved through the connecting behaviour of individual members of a particular society or community through common values, principles, behaviours, or beliefs. The more connected a particular individual member is made to feel towards a society at large, the more tolerant and accepting they will become of other members of the same society. This in turn will allow them to display a readiness to empathise with individuals from different from their own. Such an individual will also be more likely to maintain certain recognised societal or cultural values, even if those values are in conflict with their own personal values. This is echoed in their deeds and actions. Nevertheless, this does not imply that all individuals within a particular society or culture share the exact same values or beliefs. It just means that they share some common values which all of the other members of that society react to and act upon in a similar fashion from time to time.

On a smaller scale, social cohesion may also be applied to a community or a gathering in which individuals or groups of people come together for a common purpose, goal or cause. Usually this type of community or local cohesion is for a specific goal that is meant to benefit the entire community as exemplified in the following case study.

CASE STUDY



High school students from three different schools teamed up with local businesses for a community project. This project was an effort to not only clear waste from their shared environment raise awareness for recycling.

Through a collective effort, they managed to collect more than 400 tonnes of waste from the environment. Half of what they collected was recycled materials.

One local business arranged for some of the recycled materials to be made into new park benches. All of the participating local businesses and schools, with permission of the municipality, placed recycling and garbage containers near their entrances. This in turn encouraged the other members of the community to dispose of their waste in a proper manner, and to see recycling in action.

Activity 6: Discussion Point

Reread the case study about the community project. Discuss in what way was social cohesion used, and identify the different groups involved.
What was the ultimate goal? Why?

Social Inclusion

We have already learned that inclusion simply means that each individual within a specific group is included. **Social Inclusion** goes a step further. Social inclusion is ensuring that each individual member or group, within a society or community, is not only included but is made to feel that they and their ideas are important and appreciated. This is essential in a world where societies become more interconnected every day. Here in the UAE, our leaders and representatives set an example of social inclusion. They celebrate the diversity of our vibrant multicultural society, while at the same time honouring and celebrating Emirati heritage, customs, and identity. This in turn has led to innovation and the sustainability of the UAE, not only as a country but as a society in a globalised world.

Activity 7: Research Task

Research social inclusion or social cohesion in one of the local newspapers (online or print), to find an example of social inclusion here in the UAE. Share your findings with the class.

"We harbour no fear for the preservation of our culture within the diversity of expatriate cultures living with us, as long as our people are of their identity, and sincere about preserving their national values and traditions."

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



When you make someone or a group of people feel marginalised or unwanted, in a social setting, then you have just practised social exclusion.

Social Exclusion

The lack of social inclusion is called **social exclusion**. Social exclusion happens when there is an unwillingness to include an individual or a group of individuals within the society in which they reside. This type of discrimination can be seen across the globe, as there are individuals within all societies or organisations that want to live in a uniform society with other similar and like-minded individuals. Social exclusion is not a new phenomenon. Traces of it can be seen throughout history. Social exclusion is the marginalisation of an individual or a group in order to make them feel that they are less important or valued. Furthermore, their wants and desires are often ignored.

Activity 8: Action Task

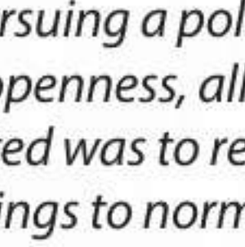
Consider the following two scenarios of social exclusion and suggest a way that each one can be altered into an example of social inclusion.

Scenario 1

All the students are excited to celebrate the upcoming UAE National Day. Grade 11 students decide to host their own private National Day Celebration at the school in the common courtyard, which is visible from most of the classrooms, which they have arranged to take place two days before, the official National Day. They have received permission from the school's Principal, and have invited all the administrative staff and Year 11 teachers to join them. However, they have not invited any other year groups or teachers to their party. The day of the party, the Grade 11 students get the full day off to celebrate. There is music, food, balloons, games, and even a raffle. All the other students feel marginalised and sad,

as they are forced to listen and see the Grade 11 students having a great time with the school's administrative staff.

How could the Grade 11 students and the Principal have handled the situation differently? Give your reasons.



The isolation experienced by the region for many years was due to circumstances beyond its people's control. When we started pursuing a policy of openness, all we wanted was to restore things to normal

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Scenario 2

Lyn has just moved to Abu Dhabi from Germany. On the first day of school, she is shown around by Amna. During the lunch break Amna invites Lyn to sit with her and a few of her friends. Lyn is excited about the possibility of making some new friends. She really misses her old friends back in Berlin. However, Lyn soon feels isolated when Amna and her friends spend the entire time speaking Arabic. Lyn doesn't understand Arabic. Her native language is German, but she is also fluent in English. Lyn wishes she could just disappear and go back to Berlin where she felt included.

What suggestions would you give to Amna and her friends in order to help Lyn feel more included? Give your reasons.

☑ Activity 9: Checkpoint

Have you ever been in a situation of social exclusion? If so, what elements could have been altered to make the same situation inclusive?

Activity 10: Self-Assessment Task

In this lesson, we have explored the concepts of openness and social inclusion. Try answering the following questions using the information learned in this lesson.

1. What does it mean to be open-minded?
2. What happens to us, internally, when faced with a close-minded person?
3. What does close-mindedness usually stem from?
4. What is social cohesion?
5. How is social inclusion related to openness?
6. Can you provide an example of both social inclusion and social exclusion?

1. _____

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2. _____

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3. _____

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4. _____

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5. _____

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6. _____

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Lesson 5: Cultural Ambassadors

- **Do you think you live or study in a multicultural environment? Why?**

- **What are the advantages of living in a multicultural environment?**



Key Vocabulary

cultural ambassador

cultural identity

multicultural collaboration

"We should never be arrogant when it comes to the reputation of our country and anything positive you do is an Emirati deed, so all of us are responsible for shaping, introducing, and projecting a positive image of the UAE."

His Highness Sheikh Mohamed bin Zayed Al Nahyan (May Allah protect him)

Being a Cultural Ambassador

It is a certainty that you will have the opportunity to meet people who will express an interest in learning more about your culture, customs, religion, and country. When this happens, you become a **cultural ambassador** or cultural representative. It is through your actions and deeds that others will form a perspective, whether positive or negative, about you and the culture you come from. This is true whether you are at home, travelling, or online. It is your responsibility to project an honest and fair representation of what your culture or society encompasses, and in doing so faster the creation a bridge of understanding between your culture and another on an individual level.



Whenever we encounter someone from another culture, we have an opportunity to build a bridge of understanding between us.

Cultural Identity

Building on what we have already covered in this unit, let us first look at **cultural identity**. Cultural identity represents the traits of not only a single member of a culture but also the collective group of all the members within that culture or society. In essence, it is the sense of belonging to a specific social group that has its own unique culture. By identifying our cultural values and societal customs, we construct a better understanding of what each of our cultures represents. Once this is done, we possess the ability to properly project and share our culture or society to the world around us.

Activity 1: Action Task

Imagine that you lived in a society that did not allow you or anyone else residing in it to display or practise any aspect of cultural identity. Would such a society be an interesting or boring place to live in? Write a small paragraph that would describe what an average day would be like in such a society.

Cultural Representation

'You get what you give' is a popular saying, especially when dealing with others and this applies to building bridges with different cultures as well. Don't automatically expect people from other cultures to be willing to learn about yours if you are not willing to learn about theirs. Be ambassadorial in the way you treat other cultures or societies, and they will respond in kind. When you display a genuine interest in another person's culture, traditions, and customs most people will reciprocate. Be aware that occasionally, people from other cultures may hold you responsible for things that may not be your fault, like the actions of those whom they have encountered beforehand or have seen such as actions of those they have previously encountered or seen in films or on television. Being a cultural ambassador means attempting to replace a negative view or assumption with a more positive one by representing your culture in the best way possible.

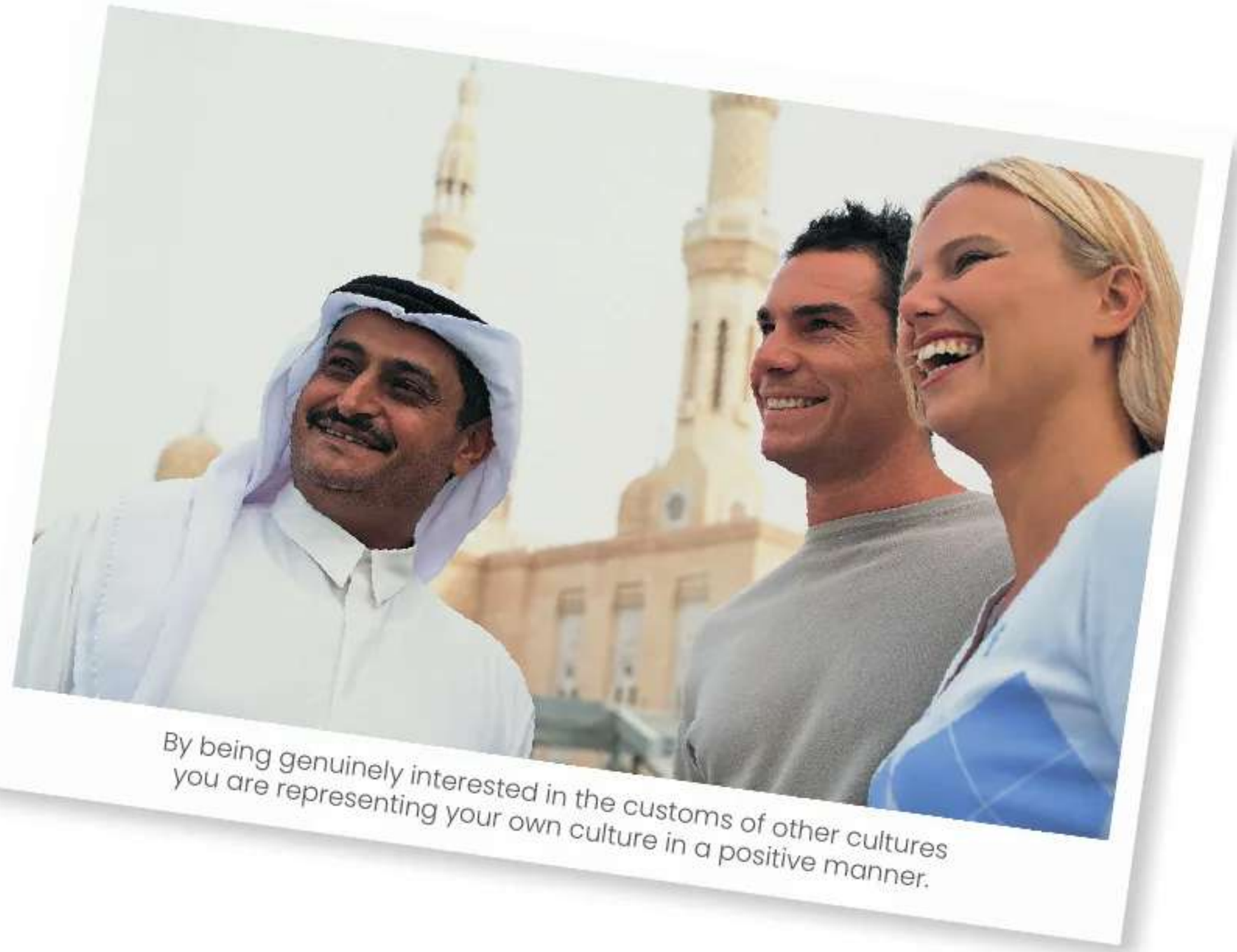
When representing your culture or society it is imperative to remember first and foremost to be respectful of the cultural identities and beliefs of others. Look for commonalities between your culture and theirs such as the cinema, food, theatre, or games. Don't be afraid to enquire and share information about local traditions and customs; just keep in mind to do so without passing judgment or condemnation. Try to remember you would most likely not appreciate having someone criticise your culture, so don't be tactless and be critical of theirs. Be willing to discuss and share anything of interest in a genuine and friendly manner. Other people easily catch on to a lack of authenticity and sincerity.

Recall Jasim's cultural exchange story where he travelled from England to Mérida, Mexico to learn about a new culture and language in Lesson 1 of this unit. During his first encounter with Miguel and his family, he was introduced to a greeting custom that was different from his own. Instead of rejecting the custom, he instead inquired about

its significance, and was able to show a genuine and sincere interest in learning about the Mexican culture. In doing so, he unknowingly represented his culture as being open to new experiences.

Activity 2: Thinking Task

Can you think of a custom from another culture that is different from your own? Are there any similarities to a custom or tradition from your own culture? If so, what are they?



By being genuinely interested in the customs of other cultures you are representing your own culture in a positive manner.

Representing Your Culture While Travelling or Online

Whether you like it or not, whether you are online or travelling to the far reaches of the globe, you are a representative of your culture and society. When your actions or deeds give a negative impression, then you are aiding in the promotion of a stereotype regarding your culture. As a responsible adult, you should be aware that your actions and deeds are a direct reflection, good or bad, on not only you but on your society.

Activity 3: Discussion Point

Discuss with a classmate a common cultural stereotype, and how it is possible to overcome this stereotype when interacting with people from that culture.

Cultural Representation Responsibilities

As a responsible adult you need to be aware of the following considerations when interacting with an individual or a group of individuals from another culture, while at home, travelling, or online.

- **Don't act superior.** It is one thing to highlight all the wonderful things about your culture, but it is another to brag that it is best or the most unique in the world. No one culture is superior over another. Every culture or society has something uniquely theirs, and everyone has a different perspective of what customs or traditions are better than others. A way of doing something in one culture may be different from yours, but that does not make it worse or better, it just makes it different.
- **Not everyone speaks the same language.** It may seem common sense, but it is something that some people tend to forget. You don't have to learn another culture's language, but you can pick up a few phrases long the way. By attempting to interact, even

in a small way, the members of the other culture will appreciate your efforts. For example, in Tim's Karate class there is a new student, Mai Ling from China, who barely speaks English. Before his next class Tim learns a few small phrases in Chinese like 'Hi', 'How are you?', 'What's your name?' and 'My name is Tim' which is appreciated by her and makes Mai Ling feel more welcomed.

- **You are a guest.** When travelling abroad you really must remember that you are a guest in the country that you are visiting, yet at the same time, the people of that country are not there to be your host. Just because you travelled to their country, don't expect special treatment. Be respectful. When faced with enmity, recognise it and shake it off. On the other hand, when you experience genuine hospitality then respond, with a culturally acceptable form of gratitude.
- **Listen.** Don't dismiss or talk over people who want to share their viewpoint with you. By acknowledging their viewpoint and listening, you can pick up on cultural norms that you may not have known beforehand. Sometimes it is hard not to feel overwhelmed, but it is important not to get anxious or defensive, and remember, you can always remove yourself from that situation.
- **Remember to ask.** You would be surprised how much you can learn when you ask questions. However, be sure to ask questions that show an authentic curiosity about a cultural tradition, history, or custom. This provides you with an opportunity to learn more. By doing so, people from the other culture will associate that behaviour not only with you but with your culture.
- **Share.** Whether you ask questions or not, others most likely will. Others may be interested in your culture, so be ready to answer questions. For example, Shamma has gone for medical treatment in Geneva, Switzerland. The night duty nurse, Pam, would stop by each night to check on her and would ask her questions about the UAE. Shamma was happy to answer, and the two soon bonded.

When Pam got home each morning she would tell her children about what she had learned about the Emirati culture before they went to school. One of her children, Harry, wanted to learn more, went to the school's library and did some research on the history, traditions and heritage of the UAE. This led to him to write an article in the local newspaper, and he even made a presentation for his school about Emirati customs during a general assembly.

Activity 4: Research Task

Ask your parents if they ever travelled overseas when they were your age. If they did, how did they represent their culture to the country they travelled in? Ask them what they learned from the other culture. Did they face any barriers at that time? Given that they are now more mature, would they approach that experience differently than when they were younger?

Representing Your Culture at Home

When someone visits or moves to your society from somewhere else, they will have a degree of curiosity and apprehension about your culture. It becomes your responsibility to ensure that they receive honest and correct information about your heritage and traditions. A starting point could be your traditional foods or clothing; history and heritage of your country; welcoming them to a family or social gathering such as a wedding or an Iftar. In doing so, you are not only representing your culture in a positive manner, but making steps towards multicultural understanding and collaboration.

☑ Activity 5: Checkpoint

Can you name the responsibility of being a cultural ambassador that you believe to be the most important? Why?



How we represent ourselves and our culture to others affects how effective we are at collaborating in a multicultural group or setting.

Multicultural Collaboration

Culture plays a central role not only in our community but on the global stage. When individuals or groups of individuals collaborate together, their values and beliefs may come into conflict with one another. Sometimes we may not be consciously aware of these cultural differences and expect others to be like us. When this happens, obstacles are created as we attempt to work with others from other cultures. The solution is the concept of **multicultural collaboration**. Multicultural collaboration is when two or more individuals or groups, from different cultures, come together with a common goal or purpose.

An effective multicultural collaboration firstly needs to find common ground. This is done through communal decision making, defining levels of responsibility and roles in order to establish a cohesive group. Barriers or obstacles need to be identified for multicultural collaboration to be successful. These obstacles may include differences in language, heritage, religion, or history. Think back to Lesson 1 of this unit, when we explored societal types and the Power Distance Index (PDI). A multicultural collaborative effort can be successful when the focus remains on the common goal, and each individual or group has an equal say within the collective.

Two Two examples of multicultural collaboration are the Innovation Ambassadors and Ambassadors of the Future programmes by the UAE Ministry of Education are the Innovation Ambassadors and Ambassadors of the Future Programmes by the UAE Ministry of Education. Both programmes actively seek international and multicultural collaboration to encourage and instil a culture of creativity, innovation, and science through collaborations with colleges and universities worldwide, where students attend lectures and learn valuable skills to encourage and instil a culture of creativity, innovation, and science through collaborations with colleges and universities worldwide, where students attend lectures and learn valuable skills and universities around the world where students attended lectures and learned valuable skills.

Activity 6: Thinking Task

Do you think that cultural representation plays a vital role in establishing a successful multicultural collaboration? Why and how?

Why is multicultural collaboration important?

Being a cultural ambassador is important in the collaborative efforts that happen in a multicultural setting. Whether the collective multicultural group is formed by schools, the community, or organisations, there is usually a shared concern/s and a desire for a common goal. On its own a group or an individual may not have enough authority to get a specific problem resolved but, as a collective group that changes.

Activity 7: Action Task

Sara read an article about the 'World Olympics for All Initiative' that aims to partner with schools to create events that highlight cultural diversity and a multicultural world. These events were designed to promote an open dialogue about different cultures and countries, teamwork, sportsmanship and the significance of events that represent all athletes like the Special Olympics. Sara did more research and thought that it would be a great event for the international school she goes to. She decides to get her fellow classmates on board and while they have their differences and rarely socialise with one another, they now have a common goal: arrange an event similar to the World Olympics for All event.

Sara uses this common goal to form a collaborative group with the support of the school administration. Being considerate of everyone in the group, Sara encourages them to openly debate the best way to organize such an event and the group creates a feasible proposal for hosting the event that would allow all students to feel like they could contribute and that being different is okay. The group took the proposal to the administration for approval. The following March, the school linked their event with the Special Olympics of Abu Dhabi which made the event even more meaningful for the students.

How was Sara able to effectively establish and maintain a successful multicultural collaborative group? Did she employ any skills or elements of being a responsible adult and cultural representative? Give your reasons.

To summarise the importance of creating and maintaining a multicultural collaboration, it:

- Gathers people around a specific cause or goal.
- Highlights common interests and not differences.
- Encourages communication among a variety of people.
- Deepens an understanding of other cultures through the sharing of knowledge or information.

- Establishes a sense of community.
- Amplify a collective voice or position.
- Provides an avenue for different individuals or groups to come together out of mutual respect and cooperation.

Activity 8: Discussion Point

Discuss whether you have ever participated in a multicultural collaboration. Did you represent your culture and community in a positive manner? Was the group successful in incorporating the ideas and perspectives of each of the member's cultural identity and society?

Multicultural Collaboration Guidelines

Before organising a multicultural collaboration, first you need to be aware of the diversity of the members of your group. Where do they come from? Even if they come from a single country, there are regional differences that can affect the group's cohesiveness. Don't just respect or tolerate the diversity of the group, but actively encourage it. Encourage input from each member or group in every step of planning or decision making to ensure that your collaborative effort is a true reflection of the collective group. Remember at the heart of multicultural collaboration is each person's cultural identity. The following simple guidelines will aid you in building a collaborative group whether it is for a school project, a community activity, a charity event, or an event such as a Model UN.

- There is no one correct way to communicate. Body language is just as important as the words you speak or the tone you use. Stay away from describing things in colloquialisms. Not only may someone not understand the meaning, but the same saying may have a negative connotation for another culture.
- Be an active listener. Give each person an opportunity to state their

point of view. If you find that effective communication has broken down, set up ground rules such as only allowing one person to speak at a time. Don't push anyone to speak unless they wish to speak. Be respectful of their rights and cultural values.

- While general information regarding a specific culture or society is great, be careful not to let generalisations lead you to stereotype an individual from that culture. Cultural norms may influence the behaviour of an individual, but you need to remember that we are all different.
- For example, consider the members of your immediate family, do they act the same as you despite being raised with the same values and principles?
- Sometimes past historical events that arose out of cultural differences such as mistreatment or exclusion need to be acknowledged before you can move forward.
- If you find that you are having some obstacles while working with certain people, stop for a moment and review the situation from a third person perspective. When we remove ourselves directly from the situation, then we can be more objective; however, in case you still feel stuck, ask for advice from someone you trust.



Effective and successful multicultural collaborations must honour the diversity of the group and seek ways to incorporate different values and opinions in the aim of a common goal or purpose.

Activity 9: Action Task

A high school is setting up a student body council. This student body council will act as a liaison between students and the school's administration. It will also assist the administration with planning events such as book fairs and charity donation drives. While the teachers will get to nominate the student body president and vice-president, each class will have the opportunity to nominate one person to represent them in the council. The class representative will be able to make decisions that will affect his or her classmates. Each class is made up of twenty students from different backgrounds, regions, and cultures.

What criteria would you use in selecting a class representative? What qualities would best serve the class as a whole while honouring the individual values and beliefs of each student?

Activity 10: Checkpoint

What must a multicultural collaborative group honour in order to be successful? Why?

Activity 11: Self-Assessment Task

In this lesson, we have explored what it means to be a cultural ambassador and how cultural representation and inclusion affects multicultural collaboration. Using the information in this lesson, try answering the questions below.

1. How does it feel to know that you have a responsibility to positively represent your cultural identity and values to others?
2. How many different cultures are represented in your class or school?
3. Using what you learned from multicultural collaboration, how would you organise a study group that is made up of classmates from different cultures?

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2. _____

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3. _____

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Lesson 6: Sharing Information

- **How many places or people do you share your personal information with?**

- **What can you do to stop your personal information being shared with other people?**



Key Vocabulary

personal information	**oversharing**
private information	**authentic**
confidential information	
public information	

Types of Information

There are four basic types of information: personal, private, public, and confidential. As a responsible adult, you must be very aware of what each of these types of information mean, and how applying those impact you and your life.



It's important to understand how you want your information to be shared.

Personal Information

Information that belongs to you alone is **personal information**. This is information that you have not shared with anyone else. All private, public, and confidential information is personal in nature. However, personal information does not become private, public or confidential until you share that information with others. An example of personal information is a personal diary that contains your innermost thoughts, feelings, and wishes. If something is personal, in your mind, then it is a good idea not to share it.

Activity 1: Action Task

Let us imagine that you have a journal where you keep your innermost thoughts and observations about the people and the world around you. In this journal, you have written things about your family, friends, classmates, and neighbours. This is your private haven, where you can record your honest emotions whether positive or negative without judgment. One day you bring your journal to school with you and a class bully steals it from you. She makes a digital copy of your journal and sends it to everyone in your grade. Your friends are supportive until they realise that you have written negative things about their behaviour in the journal. Your friends turn on you. The school principal disciplines the bully, who is suspended from school. However, the damage is done. Your personal information and your secrets are now in the public dominion, and all you can do is damage control to salvage your reputation and your friendships.

What could you have done differently to protect your personal information from being made public? Give your reasons.

Private Information

Selective information that you share with a small number of people is considered **private information**. The expectation of private information is that you trust that the people you share the information with will keep it to themselves and not share it with others, out of respect. For example, you may have received word that you will be awarded the 'Most Improved Student' award at an upcoming school-wide assembly. However, you are still waiting for final confirmation of when the assembly will take place. You don't want the information to be available to the general public, so you have shared your news only with a select number of close friends and family.

Activity 2: Action Task

Sohail has a dedicated parking spot, with a signpost with his name on it at his workplace. The spot is coveted, as it is near the building's entrance, and it is under the shade canopy. One morning, Sohail arrives at work to find another car parked in his spot. Sohail ends up parking his car far away and walking to the building. Over the next week it happens again every day. Sohail starts to get annoyed. Why should someone else get to park in his spot? The following Sunday, the same car is parked in his spot. He is now truly upset.

Sohail takes out his phone and takes a picture of the car parked in the spot with the licence plate visible and tags it with the line 'Stupid people who can't read signs shouldn't be allowed to drive,' and sends it as private post to his friend on a social media site. He intends only for his friend to see it. Unknowingly to Sohail, his friend likes the post and sends it to all of his contacts. His contacts send it to all of their contacts. The post goes viral and is shared around the world.

In his anger, Sohail forgot the company policy surrounding the use of social media. The policy forbids unofficial posts about the

business by employees. Sohail's manager is made aware of the post and calls Sohail to his office where he is warned as to his future behaviour.

In this scenario, what could Sohail have done differently? Give your reasons.



Confidential Information

Often confused with private information, **confidential information**, which is sometimes referred to as privileged information, is information that is shared with the assumption that it cannot be shared again without obtaining the proper consent from the person who shared the information in the first place. If consent is given, the information can only be shared with a list of sanctioned individuals. Your health information is an example of confidential information. It is illegal for the doctor or hospital to release any information regarding your health without your prior approval, to protect your rights to privacy.

Activity 3: Thinking Task

What is the difference between private and confidential information? Give your reasons.

Public Information

Information that an individual, group, organisation, or government entity has released for public consumption is called **public information**. For an individual, public information can include personal information such as photos, blogs, résumés, social media activity, as well as personal information you have filled out on forms. There is a fine line between what should be private and what should be made public. Some people have a tendency to think that if they

see, hear or read something that everyone else has too, even if the information received was meant to be private. Not only is this wrong, but it could be illegal.

Did you know that in the UAE, if you share photographs or videos of others on social media without getting the permission of the individuals concerned, it is considered a punishable crime under the UAE Cybercrime Law No 5 of 2012? As a responsible adult, you must not only respect others but be aware of the possible legal ramifications of your sharing of information with the general public. Just because you can do it doesn't make it right. Remember once information enters into the public domain it becomes nearly impossible to retract it and make it personal, confidential, or private again.

Activity 4: Discussion Point

Read Article 21 of the UAE Cybercrime Law No 5 of 2012 and discuss what implications the law has regarding how you share information:

"Shall be punished by imprisonment of a period of at least six months and a fine not less than one hundred and fifty thousand dirhams and not in excess of five hundred thousand dirhams or either of these two penalties whoever uses a computer network or and electronic information system or any information technology means for the invasion of privacy of another person in other than the cases allowed by the law and by any of the following ways:

Eavesdropping, interception, recording, transferring, transmitting or disclosure of conversations or communications, or audio or visual materials.

Photographing others or creating, transferring, disclosing, copying or saving electronic photos.

Publishing news, electronic photos or photographs, scenes, comments, statements or information even if true and correct. Shall also be punished by imprisonment for a period of at least one year

and a fine not less than two hundred and fifty thousand dirhams and not in excess of five hundred thousand dirhams or either of these two penalties whoever uses an electronic information system or any information technology means for amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading his privacy."

"Generally speaking, if you wouldn't do it in real life, don't do it online. I wouldn't show off my new watch to strangers at the mall, for instance, and I wouldn't play a video of my child to a random person in Spinneys."

Zabeen Bint Ahmed, Founder & Chief Innovation Officer,

Social Education & Venture Innovation Advisory (SEVIA).



New technologies make It is easy to lose sight on the amount of personal and private information you readily share to world.

Oversharing of Information

There is sharing information and then there is **oversharing** information. If someone asks you "How are you feeling today?" after you have been sick, most of the time they do it out of courtesy. They are not expecting a detailed story of you having to spend ten hours in the emergency room waiting to see a doctor just to get medicine and sick leave for a case of food poisoning.

It is really easy to get confused about boundaries when you spend so much time at school or at work with people, that they seem almost like friends or family. Moreover, it doesn't help that reality shows and social media can blur the lines between what information should be kept to yourself or made public. It is increasingly harder to know when you are being **authentic** or oversharing your personal life. Being honest and brave enough to be who you are and upholding your core values has somehow, in the past few decades, started to mean that it is acceptable to share your most personal secrets with the general public. While it may seem innocent to share information about yourself or your family, oversharing information may not only lead to feeling embarrassed but to negative long-term outcomes for you socially or professionally.

TMI: Too Much Information

When you reveal too much about yourself you put yourself at risk of:

- Physical danger by releasing your schedule or daily activities to the public. This makes you vulnerable to strangers and people who may have ill intentions towards you. Not everyone needs to know where you are at all times of the day or what you are doing.
- Driving away those who are close to you by oversharing your personal life. Not everyone wants to have you share their personal information with the world.
- Being taken advantage of by others by allowing them to know more

than they should about your personal life. You must remember that your school friends, co-workers or the general public are not licensed therapists, support groups or even life coaches. People in these professions, by law, must adhere to strict levels of confidentiality.

Activity 5: Action Task

Imagine that you have gone to the same school, with the same students, since elementary school. Your colleagues felt more like friends than fellow students. All of you like to share information about your personal lives with one another to varying degrees. Recently, you had word that you have received the school student exchange scholarship for your hard work and academic excellence. One of your fellow students, let's call him Dan, was up for the same scholarship, but his cultural presentation was late which caused points to be deducted from his overall grade.

Dan feels resentment, towards you, but keeps up a friendly pretense when you are around. You sometimes share too much information, regarding your personal life and one day you let slip that, while you did the research and wrote most of the text of your presentation, it was your older brother who finished the presentation for you. This is just the type of information that Dan needed against you. When the time is right, Dan heads to the administration with the damaging information that you unknowingly supplied him. The principal meets with your parents and older brother. Your older brother admits to helping you but tells the principal and your parents that you told him that it was allowed to have outside help. Your parents are disappointed with you, your older brother is upset with you, and to make things worse you lost the scholarship. What about Dan? In all the turmoil, Dan ends up with the scholarship after all.

In the story above, do you believe that you would still have your scholarship if you had not shared too much of your personal information to Dan? Give your reasons.

☑ Activity 6: Checkpoint

Look at the following statement and consider the impact it would have in terms of oversharing of information in the workplace.
"I wanted to go to the beach yesterday, so I called in sick to work."



Be careful what information you share, you never know who may be listening.

Understanding Personal Identifiable Information

Information and data related to your identity is called Personal Identifiable Information (PII). Everyday people have their identities stolen due to the oversharing of their identity related information. Part of being responsible is to understand the types of information that should not be readily shared, whether online or in face-to- face encounters. You could accidentally share personal information with someone who can then use this information to set up online accounts or even credit cards in your name. If you are online, check whether the website or webstore meets international security standards. Also, remember to remove personal information from your electronic devices such as Smartphones, laptops and tablets before taking them in to be repaired. The more you share, the greater the risk you put yourself in. The following kinds of information can all fall under the scope of PII.

- your full name
- official government ID information such as identity card or passport information
- personal email or home address

- mobile number
- date of birth
- gender, nationality, or religious preference
- banking information
- mother's family name

Activity 7: Action Task

Scenario 1:

You are shopping at the Mall. You go into your favourite store and make a purchase. The salesperson asks if you would like to sign up for the store's rewards card and you agree, as you can get cashback through earning points. It sounds like a good idea. Instead of asking you to fill out a form, the salesperson asks you a series of questions, such as your full name, date of birth, nationality, mobile number, email and mailing address. Unknown to you, the person standing in line behind you is secretly recording your answers on his smartphone. That person uses your PII to set up online accounts in your name including subscriptions to immoral sites.

Scenario 2:

There is a cool new website that everyone is using for watching shows online. Before you enter the site, it asks you to register. The registration process includes providing your full name, date of birth, nationality, gender, mobile number, mailing and shipping addresses, your education level, place of study or work, and email. It states that you can try the site for 30 days, but you must enter in your credit card information before you can complete the registration process. Once registered you realise that the site doesn't have the type of shows that it advertised. You cancel your subscription before the trial period is up. After a few weeks, strange purchases began to appear on your credit card from another part of the world. You have been scammed.



In which scenario would you think twice before sharing your personal information? How could you have protected yourself? Give your reasons.

Considerations Before Sharing

Part of being an adult is understanding the responsibilities that come with sharing information online, especially on social media. In school, we worry about our transcripts. It is these permanent records of our academic highs and lows that can impact our acceptance into the university or college of our choice. Imagine a permanent record of not just your grades, but of everything you ever did, as long as you have been alive being made available to the whole world. Your social media accounts, blogs, and anything else you put up on the Internet is your electronic data record. That also goes for what your family, friends, and related groups post about you. Whether offline or online, as a responsible adult you should consider the following dos and don'ts before sharing your personal information with others.

- Report threatening and unwanted behaviour.
- Remember to treat others the way you expect to be treated.
- Never disclose your personal information to someone you don't know or trust.
- Read and understand community-specific bylaws whether at school, work, in the community, or online.
- Think twice before sharing comments, photos or videos with others. Remember anything you share cannot be made personal or private again.

Activity 8: Self-Assessment Task

You should now be in a position to give a reasoned assessment of the difference between private and public information and considerations on sharing personal and private information.

Having examined the aspects of sharing information and from my research, my view on what personal or private information should be made public and under what conditions is:

Unit 6: Ancient Civilisations

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- **What makes a successful leader?**
- **Can you name three ancient civilisations? What do you know about them?**
- **What features of an ancient society would make it worth studying now?**
- **What are the benefits of travel?**
- **What is a golden age in terms of civilisation?**
- **Do you think it is better to rule with fear or with fairness? Why?**
- **Name a country that you know of that used to be a colony. Do you believe its history as a colony was positive or negative for its development?**

Lesson 1: The Rise and Fall of Ancient Civilisations

- **What do you think the responsibilities of a king are?**
- **Why do some civilisations fail?**



Key Vocabulary

decline	**stability**
hierarchies	**revolt**
bloodlines	
hereditary	

How Civilisations Rise and Fall

We have examined the oldest civilisations in the world - Mesopotamia, China, and the Indus River Valley - from an archaeological and anthropological point of view. Another way to examine the civilisations could be from a socio-cultural perspective. In other words, what are the sociological and cultural drivers that lead to the establishment of a civilisation, to its rise and flourishing, and finally, to its **decline** and fall? By studying ancient civilisations to find the answers to these questions, we can use that knowledge to analyze modern civilisation.

Formation of Civilisations

When and how did small settlements become civilisations? Most anthropologists define ancient civilisations as a time when the bonds between people were based on social and political **hierarchies** and not on familial **bloodlines**. In these early civilisations, a small group of people became the rulers of larger groups of people and used their power to gain wealth. In ancient times, as we have seen, this meant using surplus agricultural products to trade with other societies. This created wealth for the ruling group, and they used this wealth to maintain their power over the other members of the society. The rest of the society organized itself into different groups with different functions. Some groups, such as artisans, soldiers, and bureaucrats, supported the ruling group. Other groups included farmers and laborers, who grew the crops and constructed the buildings and equipment that the society needed.



The King

At the top of all early civilisations was the king. The king was the ultimate ruler and the most powerful figure in society. The king made all the laws that governed his people. The king also maintained order in his society and protected his people from foreign enemies.

Kings made sure that farmers were producing crop surpluses, which were added to the wealth of the state. They also collected taxes and rents from farmers and landowners. The position of king was always **hereditary**. In other words, it was passed down from a father to son, or from an older brother to a younger brother. This gave the society a sense of **stability** and confidence in the government. Keeping most of the wealth and power in one family also allowed that family to maintain strict control of its society. Kings had to be effective military leaders as well as government leaders, so it was important that the king be competent and skilled in military strategy.



Wealth and Power

As civilisations developed, more complex and sophisticated features began to appear. The first, and possibly most important, of these features was the use of money. Money allowed trading processes to become more organized and consistent, and enabled people to store their wealth. Money also expanded the ways that early people could make a living. It could be loaned, which led to the creation of banks and currency exchanges. It made it easier for people to invest in different economic opportunities. Also, actual money was easier to build and grow than traditional trading commodities such as livestock and wheat.

As civilisations built their wealth, they became powerful and flourished. The king created an environment of order and stability for farmers to produce more and more goods and develop more and more successful trading relations with neighboring states. However, most of this wealth stayed in the hands of the king and the members of the ruling group. This created inequality, with the lower levels of society often living in poverty and having to do difficult manual labor just to survive.

This inequality could sometimes lead to anger and **revolt**, so it was important for the ruling group to teach its people the importance of obeying their leaders and following the laws. The ruling group kept their social position by marrying their sons and daughters to people from equally powerful families. They used professional soldiers as their own personal police force, while soldiers from poorer families were forced to fight in foreign wars.

The Demise of Civilisations

What were some of the threats to the stability of a civilisation? Foreign invasion was a common one. Fighting in wars cost a lot of money, and

if a city was not well protected it could be attacked and destroyed by enemy forces. Natural disasters, such as volcanoes, earthquakes, floods, and famines could be very destructive as well. And, in many cases, the threats came from within the civilisation itself. A king's power over his territories and states was often fragile. The people in those states may have come to believe that it would have been better for them to break away from the empire. As mentioned, social inequality could sometimes lead the lower classes to start ignoring the laws of the king or even revolt violently against a king's oppressive rule. If enough of these events occur within a similar period, they could cause the decline and fall of a civilisation.

☑ Activity 1: Checkpoint

Complete the tasks using information from the text.

1. List five roles and responsibilities of the king.
2. List five roles and responsibilities of the people under the king.

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

Activity 2: Writing Task

Draw a chart describing the major stages of development and eventual fall of an ancient civilisation.

Activity 3: Discussion Point

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

1. If you were king of an ancient civilisation, how concerned would you be about maintaining your hold on power? What threats would most worry you?
2. In your opinion, what was the most important consequence of the development of money, and why?
3. How did kings use relationships to secure their rule?

Your Ideas	Your Partners' Ideas

Activity 4: Writing Task

Armies played a range of roles in ancient civilisations. Write a brief (150–250 words) diary entry for a soldier in an ancient army that describes an important day in the soldier's work.



Activity 5: Thinking Task

The text argues that the study of ancient civilisations can provide insights into the modern world. Based on the text's description of the vulnerability of ancient civilisations, consider how modern civilisation may also be at risk.

Lesson 2: Archaic Greece

- **What do you know about Greece?**
- **What were the sports in the original Olympic Games?**

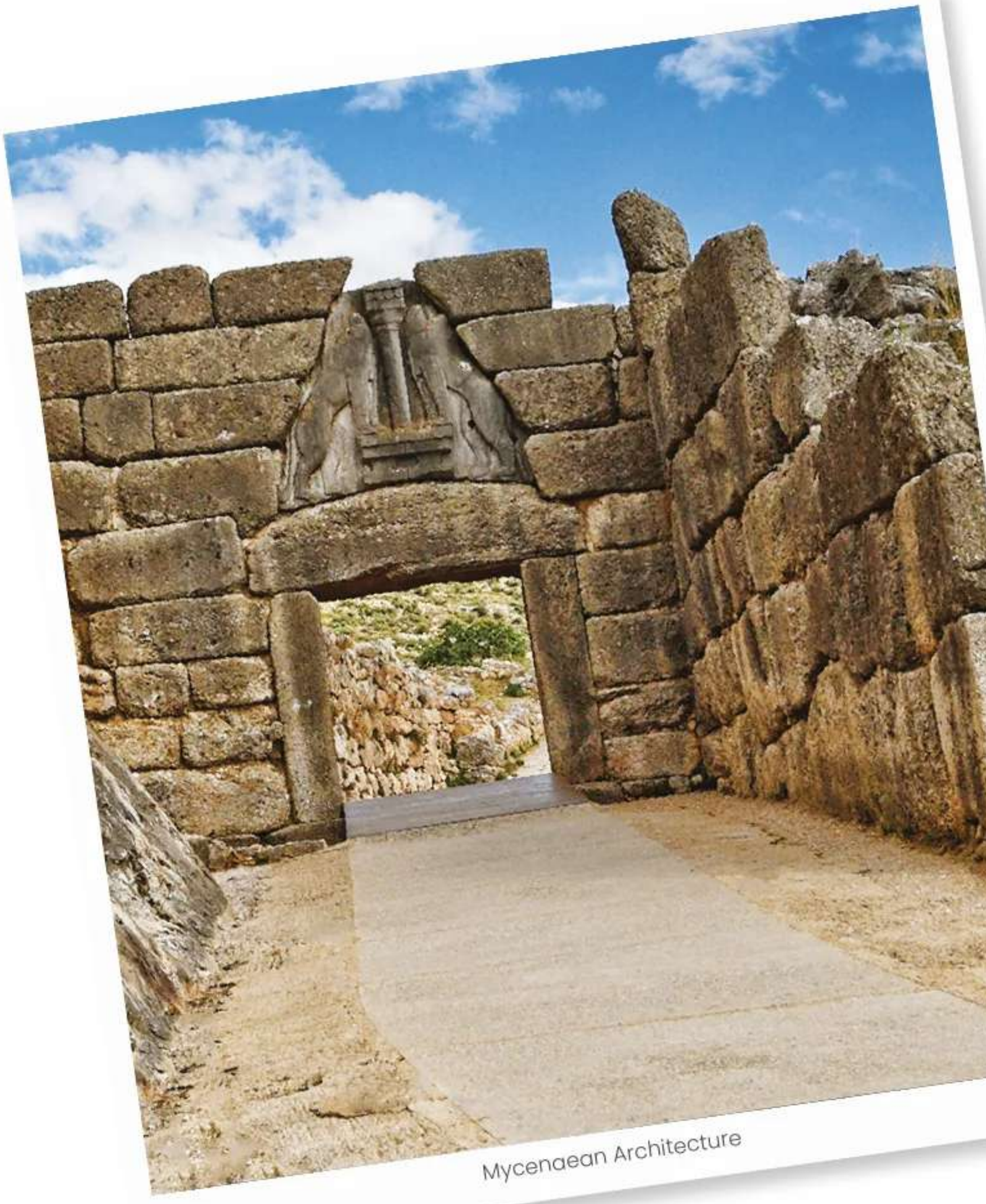


Key Vocabulary

weaponry	**jurors**
provinces	**magistrate**
landowners	

The Mycenaeans

The story of ancient Greece begins around the 12th century BCE. At this time, the great civilisations that we have already looked at, Mesopotamia, China, and the Indus River Valley, had already been flourishing for close to one thousand years.



Mycenaean Architecture

For about four hundred years prior to this time, Greece had been experiencing a period of history known as the Mycenaean Period. The Mycenaeans established a complex society that expanded throughout Greece after the volcano Thera erupted in 1500 BCE and destroyed the Minoans, a rival civilisation on the nearby island of Crete.

Explorations of ancient Mycenaean graves found them to contain many swords, daggers, arrowheads, and other **weaponry**. The importance of the sword in Mycenean culture convinced archeologists that ancient Mycenae was ruled by a fierce group of warriors. After the collapse of Minoan civilisation, the Mycenaeans expanded their trading routes all over the Mediterranean Sea. They were also expert shipbuilders, which helped them reach faraway locations and find new trading partners. They developed a written script called Linear B that helped to record the political and administrative structure of Mycenaean society. The Mycenaeans built huge palaces in each of their provinces that acted as the political center in that province. These palaces were also where trading ships brought exotic and luxurious foreign goods. The rulers who lived in these palaces made sure to keep many of these goods for themselves, increasing their own wealth.

Late Bronze Age Collapse

For nearly 500 years, the Mycenaean civilisation thrived. But from 1200 BCE to 1150 BCE the Mediterranean region entered a period called the Late Bronze Age Collapse. During these 50 years, civilisations in Greece, Egypt, and the Near East suddenly collapsed. Cities were destroyed or left abandoned, and Greece entered a period called the Greek Dark Ages. During this time, written records stopped being kept and cultural monuments and statues were no longer built.

But what caused this collapse? Historians are not entirely sure.

Egyptian texts refer to foreign invaders from the sea who attacked and destroyed many Egyptian cities. Other attackers, possibly the same, although historians are not certain, destroyed and burned cities in ancient Syria. Cities in Mesopotamia and Anatolia were also destroyed, most likely by enemy tribes. Whatever happened during the Late Bronze Age Collapse, many of the most successful civilisations of the time suddenly ended. But this would allow one of the most famous and culturally significant civilisations to appear: Greece.

Ancient Greece

The history of Greece is divided into four periods: the Archaic period, the Classical period, the Hellenistic period, and the Roman period. The Archaic period begins after Greece emerges from the Greek Dark Ages that followed the Late Bronze Age Collapse and the fall of the Mycenaean civilisation. The first step toward rebuilding its civilisation was to establish new institutions and new social structures. From the 8th century BCE, Greek communities began to evolve in very similar ways. They built temples, government buildings, and covered walkways called 'stoa' that contained shops and offices. All Greek communities of this time evolved in the same way, and they were so well connected they produced a consistent social structure across the entire country.

The focus of social and cultural life for Greeks in the Archaic period was the sanctuary. This was an area of the community where cultural celebrations, religious ceremonies, and other events, such as athletic contests, took place. These athletic contests began around 776 BCE and were held every four years.



We know them now as the Olympic Games, quite possibly the most famous athletic event in the world today. The ruins of many of these places, such as the Delphi and Olympia sanctuaries, still exist today, so that historians can study them.

By the 6th century BCE, Greek society had developed a strong political structure. Greek citizens who could vote (these were **landowners**), met in assemblies and voted on political issues of the time. There was a council of elders who decided on important issues. And citizens acted as jurors in public courts. **Magistrates** were elected or appointed to manage community affairs, such as financial issues or warfare. Greek society of this time was rapidly developing into a complex and well-organized structure. This roughly 340-year period of Greek history was marked by a great deal of wealth and success. However, as we shall see in the next lesson, a more volatile period would soon occur.

☑ Activity 1: Checkpoint

Historians make use of a range of sources to understand history. Working with a partner, list the facts that the text supports with evidence, and mention the evidence's source.

Fact	Source of Evidence

Activity 2: Writing Task

Corporate sponsorship plays a major role in modern Olympics, with large corporations spending vast sums of money for the right to advertise during the event. The original Olympics did not have this level of commercialization, but if they had advertising back then, what might they have looked like?

Design a poster advertising an ancient Greek item that links it to the early Olympics. You will need to research items commonly used in Greek society, the types of sports played at the ancient Olympics, and imagine how an item's promotion could be related to the Games.

Activity 3: Writing Task

In your opinion, which invention or development described in the text had the greatest influence on Greek society and those that followed? Justify your answer.

Lesson 3: Greece – Classical to Roman Period

- **What were the seven wonders of the world?**
- **Do you know any of the heroes from Ancient Greece?**



Key Vocabulary

democratic	**colonise**
elite	**annexed**
hostile	

Greece: Classical Period

After the relative stability of the Archaic period, ancient Greece entered the Classical period, a roughly 200-year era marked by much more violence and warfare. During the 6th century BCE, King Croesus of Lydia, a kingdom that was in modern-day western Turkey, decided to attack the Persian Empire to the east. Persia defeated Lydia, which brought it in closer contact with Greece. Persia then attacked and conquered several Greek city-states. This started a major war between Persia and Greece, called the Persian Invasions, with Greece defeating Persia in two wars, in 492 BCE and 479 BCE. These victories helped establish Greece as a strong military power. However, it would also lead to one of the most destructive and important wars in European history: the Peloponnesian War.



At the time, Greece was divided into a number of independent city-states, each with its own government and army. While Athens was the main center of political and military power in Greece, other city-

states grew in importance such as Sparta, Thebes, and Corinth. These city-states did not always enjoy good relations with Athens.

After the Persian invasions, Sparta emerged as the second-largest power in the region. Sparta and Athens had many differences in their approaches to social organisation. Athens favoured a **democratic** political system, where citizens participated in government, and military service was optional. Sparta valued military strength above all other social institutions and preferred to keep power in the hands of an **elite** ruling group. Culturally, Athens placed strong emphasis on art, literature, philosophy. Sparta, on the other hand, focused almost entirely on producing fierce and powerful soldiers. Another difference was in their economies. Athens relied mainly on trade to build wealth, whereas Sparta relied on military conquest and farming. The two city-states also differed in their approaches to education. In Athens, the purpose of education was to produce good citizens. In Sparta, the purpose of education was to produce good soldiers. These cultural and social differences would eventually lead to war between the two city-states. Athenian citizens of the time had to choose which side they wanted to support: Athens or Sparta.

Athens had established a group of allies called the Delian League to protect itself from invaders. Like Athens, Sparta had its own group of allies called the Peloponnesian League. As the two powers grew more and more **hostile** toward each other, it became obvious that war would soon break out.

The Peloponnesian War began in 431 BCE, and it involved all the city-states in Greece at the time. The first phase of the war lasted 10 years. Both sides won important battles, but after years of fighting, Athens was finally defeated in 413 BCE. Athens' loss in this war meant the end of its empire and would eventually lead to its conquest by Macedonia. First, Philip II, the king of Macedonia, attacked and conquered Thrace, an important Greek city-state, in 357 BCE. Then, Philip's son, Alexander the Great, completed the final conquest of Greece, taking control of

the entire country. His death in 323 BCE ended the Classical period of Greek history.

Hellenistic Period

The death of Alexander the Great began the period of Greek history known as the Hellenistic period. Alexander's death gave an opportunity for other powerful leaders to claim the kingship of Greece. One of these leaders, Ptolemy, had been one of Alexander's closest advisors. Ptolemy conquered Egypt and began a dynasty that would rule Egypt for 275 years. Alexandria, the most important city in Egypt, was named for Alexander and soon became the center of Hellenistic culture.

During this time, Greece expanded further than ever before, **colonising** parts of India and Africa. Young Greeks began to emigrate to places such as Egypt and as far away as Pakistan. Many states tried to stay independent to protect themselves from being **annexed** by the Hellenistic kingdoms, but it was difficult to achieve this against the powerful Hellenistic armies. One of these states, Rhodes, successfully fought off the Hellenistic armies during a year-long war in 305-304 BCE and built a giant statue over thirty meters tall to celebrate their victory. This statue was called the Colossus of Rhodes, and it is considered one of the Seven Wonders of the Ancient World. Unfortunately, it was destroyed by an earthquake in 226 BCE.

Historians still debate which event ended the Hellenistic period. It might have been the Battle of Actium in 31 BCE, in which the Roman general Octavian ended the reign of the Ptolemaic dynasty in Egypt. Or it might have been the Roman victory over the Greeks in the Achaean War of 146 BCE. This war ended Greek independence and the country became Roman territory. In either case, the military power of Rome would lead ancient Greece into the final phase of its history.



The Colossus of Rhodes

The Roman Period

Many Greek cities had been established along the coast of Italy during the Hellenistic period. As the Roman Republic gained more military strength, it began to conquer these cities, and move towards the Greek mainland. This began a series of wars between Rome and Greece, called the Macedonian Wars. These wars took place from 214-148 BCE and ended with complete Greek defeat. Gradually, more and more Greek cities were conquered by the Romans and became Roman territories. Although the Romans rebuilt many of the cities they destroyed, and generally allowed the Greeks to keep many aspects of their culture and political structures, the mighty civilisation of ancient Greece had finally been conquered.

☑ Activity 1: Checkpoint

Ancient Greece experienced a range of wars in its history. List the wars described in the text, the years they took place, and who were the victors.

Year	War name/Who was involved	Who won

🔍 Activity 2: Research Task

Complete the table by comparing Athens and Sparta's culture, government, economy, educational systems. Additional sources from the Internet will be helpful. What traits did Athens and Sparta have in common?

	Athens	Sparta
Culture		
Government		
Economy		
Educational System		
Military		

Activity 3: Writing Task

Using additional information from the internet or other sources, create a brochure promoting either ancient Sparta or ancient Athens as a destination. Highlight culture, recreation, and any other attributes you feel will entice travellers to visit or move to your city-state. Also include a map, and a "travel advisory" section alerting potential visitors to risks and dangers they may encounter.

Activity 4: Discussion Point

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

1. Why did the emergence of the Delian and Peloponnesian Leagues make the resulting war so devastating for ancient Greece?
2. Why was military strength important for a city-state in ancient Greece?
3. Why is ancient Greece so historically and culturally significant?

Your Ideas	Your Partners' Ideas

Activity 5: Thinking Task

You read about the Colossus of Rhodes in this lesson. What are some other famous statues that you know? And what do you know about them?

What national leaders do we celebrate today, and why do we recognise them?

Lesson 4: Trade and Migration

- **How did early traders navigate to different lands?**
- **How did early traders communicate with people from different lands?**



Key Vocabulary

jewels	**intercultural exchange**
shelter	**conquer**
exchange	

Migration Patterns During the Rise of Early Civilisations

Previously, we studied the migration patterns of prehistoric people from out of Central Africa, through the Middle East and into North America and Southeast Asia. These movements were due largely to the nomadic lifestyle of prehistoric people, as they followed the animals they hunted to farther lands. This was the first major wave of human migration, and it occurred from 40,000 to 12,000 BCE.

Another major human migration took place during the rise and flourishing of early civilisations, from roughly 1000 BCE to the beginning of the Early Middle Ages, in 500 CE. We have already learned about the development of the civilisations of Mesopotamia, China, and the Indus River Valley during this period. Other major civilisations, such as Egypt, Persia, and Greece, were also developing at the time. As these early civilisations expanded, they came into more and more contact with each other. They began to trade with each other and develop more organised and sophisticated trading methods.

During the time of these early civilisations, migration tended to move from major cities out to the rural areas and foreign lands, and from those remote areas back to the cities. Traders and merchants from Europe kept traveling farther and farther to find new and interesting items. They looked for spices from Southeast Asia and West Africa. They found beautiful **jewels** in Afghanistan and marvellous perfumes in Arabia.

These trading voyages brought people from many different lands and cultures into contact with each other. This meant they needed to have good relations with each other. Traders in foreign lands needed to know where to find food and **shelter** and protection from bandits. They therefore needed to be able to communicate with the local people. So as the traders interacted with the locals, they **exchanged** more than just goods for trade. They also picked up each other's



languages and traditions and brought this cultural experience back to their homelands. This led to the development of a new economy: providing housing for foreign traders and marketplaces for them to display their goods.

Traders also brought more than just their money to these new lands. Advances in shipbuilding and navigational techniques made ocean crossings possible, resulting in the importation of new fruits and vegetables that had never been seen before. People from Southeast Asia, for example, sailed all the way to the east coast of Africa and brought bananas, which became an important crop throughout Africa. These people also sailed to South American areas, such as Peru. They learned how to grow sweet potatoes from the Peruvians and took this knowledge with them back to their home islands.

Our knowledge of these cultural interactions does not come so much from written records, but from linguistic research. Philologists have studied the different languages that still exist today in these regions. These languages show the history of the people who lived there and where they came from originally. The language of the Asian people who travelled to Africa still exists in places there today, such as in the island of Madagascar. Also, the Aryans who migrated into India during the Indus Valley civilisation period left evidence of their language. This is how historians have been able to follow the migration patterns of ancient peoples when there are no translated written records.

From 1000 BCE on, many new developments were happening around the world to make trade easier and more profitable. Empires built new roads and bridges to help traders travel through their kingdoms, new and more advanced trading ships were designed, and special languages developed so traders could communicate across many cultures. Migration during this time also became more sophisticated and organised. People from Armenia and West Africa travelled far away from their home cities and established communities in foreign lands. When traders from their home cities came to these foreign lands, these communities could help them adjust to their new environment and learn about local customs.

As we can see, migration during the period of early civilisations focused strongly on trade and commerce. The great empires of the world were starting to understand the importance and value of global trade. It was a period of **intercultural exchange** and cooperation among people from all over the world. These traders shared new information, new ideas, and new products with each other and brought them back to their empires. This brought the empires more wealth and allowed them to expand and **conquer** more territories.

☑ Activity 1: Checkpoint

According to the text's conclusion, traders "shared new information, new ideas, and new products with each other". From the text, give five specific examples of these exchanges between civilisations.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

Activity 2: Discussion Point

In describing ancient migration, the reading points to the birth of industries that are important in our modern world.
Discuss with a partner and list five activities described in the text that have grown into major industries that we can see everywhere today.

Ancient Activity	Modern Industry Equivalent

Activity 3: Writing Task

Choose an industry from your list in Activity 2 and create a poster advertising the ancient activity. The poster should:

- Describe the activity or product
- Promote its benefits
- Include any other relevant information you may be able to find
- Indicate where customers can find your product
- Be creative and colourful

Example: A poster in Africa promoting the growing of bananas from Southeast Asia. What is a banana? Why would anyone want bananas? Are they difficult to grow? Where is your banana seed store?

Activity 4: Thinking Task

The text tells us that our knowledge of these patterns of people movement is less from written history than from other ways.
In your own words, what is the main area of study that historians rely on for knowledge of these migrations?



Activity 5: Research Task

When you are sailing on the open sea, knowing where you are and where you are going is difficult once you are beyond the sight of land. In the 21st century we use compasses, GPS and navigational maps to guide us. But how did ancient mariners manage to cross oceans without any of these aids?

You will need to look to other sources to find the answers, and you may want to look at the navigational techniques of the Polynesians, likely the best seafarers of the ancient world. Describe three ancient methods for determining location, direction and finding land.

1. _____

2. _____

3. _____

Lesson 5: The Early Golden Ages – Athens and India

- **What are some famous buildings from Ancient Greece?**
- **What would you like to know about the civilisations of India?**



Key Vocabulary

breakthroughs	**discriminate**
emerged	**turmoil**
benevolent	

Golden Ages

Societies and civilisations do not develop in a straight line. There are periods in the history of a civilisation when little progress is made. And then there are periods where there is a sudden explosion of cultural, artistic, and scientific innovation and accomplishment. It is during these 'golden ages' that a civilisation makes its mark on world history, either through architectural and scientific innovations, through new ways of thinking and understanding, or through historically significant artistic **breakthroughs**. These golden ages, in many cases, are the times that we remember best about ancient civilisations, like Babylon's Golden Age in Term 1. They contribute to the growth and development of our knowledge and provide foundations that other civilisations may build on for their own development.

How do these golden ages emerge? What are the necessary conditions of a civilisation to cause a golden age to occur? These are important questions for historians because the answers can often tell them a great deal about current civilisations. They also show us the path of development that civilisations have taken.

Around the beginning of the Middle Ages, several civilisations were experiencing cultural golden ages. In the next two lessons, we will look at five of them: Athens from 449 to 431 BCE, the Gupta Empire of India from 320-600 CE, the Chinese Tang Dynasty from 618-907 CE, the Bulgarian Golden Age of 892-924CE, and the Mali Golden Age of 1240-1450 CE. Although these golden ages occurred at different points in ancient history, they share some similarities in their development and flourishing.

Athens: 449-431 BCE

The Golden Age of Athens took place during a short period of peace in Greece between the Persian and Peloponnesian wars that we learned about earlier. After the Persian battles, the Delian League, an alliance of Greek city-states, transferred its wealth from the city of Delos to Athens in 454 BCE. Three years later, the Athenian government standardised coinage and weights and measurements throughout the Delian League. These coins were so well-made and consistently pure that they became the most trusted form of money in the entire Mediterranean region.

Around this time, one of the most important political and military leaders in Greek history, Pericles, was emerging. His wealthy background and military expertise persuaded the Athenians to elect him as *strategos*, the role of chief military strategist and leader in Athenian politics. Pericles ordered the construction of one of the most famous architectural works in history: the Parthenon.



The Parthenon

The construction of the Parthenon began in 447 BCE and took fifteen years to complete. Pericles also constructed other large temples, such as the Odeon, which was a large and beautiful concert hall, and the Lyceum, a huge gymnasium.

Under Pericles, Athenian society was remarkably fair. Pericles started programs that protected less wealthy citizens. He created a new settlement in a resource-rich area and encouraged poorer people to migrate there and help develop it. His building projects also created jobs for his citizens, which improved the economy for everyone at all economic levels. This was also the time of the some of the greatest and most influential philosophers of world history, Socrates, Plato, and Aristotle. This new rise in philosophy and education led to Athens becoming known as the 'school of Greece' and Pericles became known as the 'First Citizen of Athens.'

The Athenian Golden Age only lasted for about eighteen years. The Peloponnesian War of 431 BCE and the death of Pericles in 429 BCE weakened Athens until it was conquered by Philip II of Macedonia in 338 BCE.

Gupta Empire: 320-600 CE

Later, in 300 CE, another Golden Age **emerged** on a different continent from Greece. This was the Gupta Empire of India, and it lasted nearly three hundred years. The first Gupta king, Candra Gupta I, took power around 320 BCE. Although Candra Gupta I gained control through military conquest, he took a more peaceful and **benevolent** approach to ruling. This led to the creation of



a prosperous and successful empire, with the north-eastern city of Pataliputra as the capital. His son, Samudra Gupta, continued the aggressive military conquest of territory and his father's approach to ruling. The Guptas were tolerant of the other cultures they conquered, which allowed their citizens to innovate and flourish.

During this period, the Gupta Empire produced classics of Sanskrit literature, and the dramatic arts flowered. Scientists made new discoveries in mathematics and astronomy. The astronomer Aryabhata, for example, discovered the daily rotation of the earth. He was one of the first mathematicians to calculate pi.

Other important achievements were made in the fields of painting, sculpture, and architecture. Many temples from this period still survive as examples of Gupta innovation.

In politics, the Guptas took a more thoughtful approach to solving disputes. They applied their laws fairly and lawmakers and judges avoided issuing cruel punishments. The government took advice from wise and well-educated councils and did not **discriminate** against people based on class, religion, or social position. The Gupta government promoted trade, giving trade guilds a great deal of independence to establish their own trading centres away from the city. Trade routes were kept well maintained and well policed, while foreign traders could pass through the Gupta lands with relative freedom.

The Gupta Empire lasted for over two hundred years, until around 550 CE. Then, internal unhappiness and rebellion from conquered territories caused a great deal of **turmoil**. Attacks from powerful invaders, weakened the empire. In addition, a major flood may have brought the end of the Guptas.

☑ Activity 1: Checkpoint

The text notes the golden ages of Athens and the Gupta Empire hold some similarities. Compare the two golden ages by completing the chart:

	Athens	Gupta Empire
Architecture		
Important Leaders		
Social and Political Features		
Science, Art and Philosophy		

Activity 2: Discussion Point

Pericles and the Guptas supported the emergence of prosperity and innovation through their actions and leadership traits. Discuss with a partner which actions and leadership traits they used to help their civilisations develop?

Activity 3: Writing Task

The word "fair" appears in the descriptions of both societies described in the text. What is a fair society? Discuss with a partner and create a "constitution" listing ten rules that would result in a fair society if everyone followed them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 4: Discussion Point

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

1. Why would Pericles be concerned with the wellbeing of poorer citizens in Athens?
2. How might the Gupta Empire have benefited from well-maintained and well-policed trade routes?
3. What similarities do you notice between the abilities of Pericles and the Guptas?

Your Ideas	Your Partners' Ideas

Lesson 6: The Later Golden Ages – Tang Dynasty, Bulgaria, Mali

- **What do you know about China?**
- **How did civilisations become wealthy?**



Key Vocabulary

fruitful	**foundation**
productive	**governor**
civil servants	**enlightened**
administration	

Later Cultural Golden Ages

The Middle Ages produced some of the most famous golden ages in world history. And they were not just happening in Europe. Africa and China were also experiencing **fruitful** and **productive** periods in their own civilisations. In this lesson, we will look at three golden age periods in civilisations from three different continents: the Tang Dynasty in Asia, the Bulgarian Empire in Europe, and the kingdom of Mali in Africa.

Tang Dynasty: 618–907 CE

The Tang Dynasty was one of many dynasties that rose and fell during the history of ancient China. It began in 618 CE, with the rise of the Li family. In 617 CE, Li Yuan rose up in rebellion against the ruling Sui family and took control of the country. Over the next several years, Li Yuan waged military campaigns against rebel forces all over the kingdom, defeating them one by one. Finally, he brought peace to China in 628 CE.



The Tang dynasty did not begin smoothly. The Turkish empire was a constant threat to peace, as they controlled the steppes and grasslands of northern China. The Turks attacked repeatedly until Emperor Taizong, who had become emperor in 626 CE, finally defeated them for good in 642 CE and became the supreme ruler of China. Once Taizong had established himself as emperor, he began to make improvements in the Chinese education system. He started a program of examinations for **civil servants** and published new

versions of classic Chinese literature. He also took a rational, scientific approach to government, seeking opinions from officials and military leaders. This established a pattern of good governance in China that lasted for hundreds of years.



In the mid-8th century CE, the Tang Dynasty reached its golden age. Many forms of art, such as painting, poetry, literature, and calligraphy, flourished during this time. Tang dynasty pottery and ceramics were skillfully made and popular products for traders along the Silk Road. The famous Chinese opera originated during the Tang Dynasty period.

However, by the early 10th century, the Tang dynasty was weakening. Rebellions from the northeast began to damage the stability of the kingdom. Other provinces began to battle for separation and break away to become independent. Most historians consider 907 CE to mark the end of the Tang Dynasty.

Bulgarian Golden Age: 892–924 CE

Around 892 CE, another golden age was about to occur in Bulgaria. The European country had been developing for several decades, laying a foundation that would lead to a cultural and artistic explosion. One of these developments was the invention of the Cyrillic alphabet, which allowed the Bulgarians to write their own literature and led to the establishment of a school of learning. The alphabet also gave the Bulgarians a way to record a consistent process for **administration**. When Simeon I the Great became ruler of Bulgaria in 893 CE, he made some decisions that would allow Bulgarian culture to flourish. First, he moved the capital city to Preslav. He then made peace with Constantinople in 896 CE, which led to twenty years of peace. He also surrounded himself with the most respected thinkers and writers in the country. By placing importance on literature, Simeon laid the **foundation** for Bulgarian literary and artistic culture. He also oversaw the construction of magnificent buildings, such as the Round Church and the imperial palace.

The golden age of Bulgaria did not last long. By 924 CE, Simeon was at war again with Constantinople and other enemies, such as Croatia. When he died three years later, Bulgaria was being weakened by endless wars with other invaders. Without Simeon to lead his people, the golden age of Bulgaria ended.



Mali Empire: 1240–1450 CE

Several centuries later, in Africa, another empire was about to emerge. In 1230 CE, the great warrior Sundiata became the king of Mali. Mali was a province of the Empire of Ghana at that time. But when Sundiata defeated King Sumangura, the Empire of Ghana, he broke away from Ghana and formed his own kingdom. The two kings battled each other over the next several years, with Sundiata finally vanquishing Sumangura in 1235 CE.

Sundiata had a strong instinct for governance. His empire quickly expanded in size, and Sundiata appointed local **governors** to manage the empire's new territories. Sundiata established peace throughout his empire, which allowed the citizens to focus on harvesting the wealth of natural resources that Mali contained.



The main source of water for the Mali Empire was the Niger River. Berber merchants had been using the river as a means of transportation for centuries. When Sundiata became the ruler of Mali, he maintained good relations with the Berbers. He made Islam the main system of belief for his people. As the head of government, Sundiata took a rational and **enlightened** approach to leadership. He consulted with tribal chiefs, which kept them loyal to him, and created a government body called the Great Gbara Assembly. The Gbara prevented the Mansa, or emperor, from having too much power. The laws of the Great Gbara Assembly are still a part of the Malian constitution today. During its golden age, Mali attained great wealth. As an important centre of trade for the region, Mali received traders from places as far away as Europe and Asia. These traders travelled thousands of miles and crossed the Sahara Desert to trade for Malian gold and salt. In fact, most of the gold used in Arabian and European coins originally came from Mali. When Sundiata died, his son Mansa Musa carried on with the expansion of the empire into farther and farther reaches of Africa. Many smaller kingdoms became allies of Mali and shared in the profitable gold and salt trades.

Eventually, these small kingdoms began to rebel. The city of Timbuktu was conquered by Tuareg forces in 1430 CE. The inability of the empire to protect its most important city led to more and more invasions over the next century. People such as the Wolofs, from present-day Senegal, and the Mossis from present-day Burkina Faso, attacked Mali from all sides. By the mid-15th century CE, the golden age of Mali was over.

☑ Activity 1: Checkpoint

Answer the questions below using information from the reading.

1. What military actions secured Bulgaria, Mali and China, allowing their golden ages to begin?
2. The leaders of the three societies in the text ruled effectively by consulting others in the government. Who did they consult and how did it help their rule?
3. The golden ages of the three societies ended in similar ways. What marked their end?

1. _____

2. _____

3. _____

Activity 2: Research Task

Find and label the places on the map.

Bulgaria | India | Mali | China | Athens



Activity 3: Writing Task

Leaders of the societies described in the last two lessons gained power through conquest, defeating rivals or hereditary succession. But what if they were hired through an employment ad?

Create an advertisement looking for the perfect leader to launch a golden age in an ancient society. What experiences and qualifications would be helpful for the applicant to be successful?

Activity 4: Discussion Point

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

1. Are we in a golden age now? Why or why not?
2. How important were leaders in establishing golden ages in their societies?
3. According to the text, once Taizong had established himself as emperor, he began to make improvements in the Chinese education system. He started a program of examinations for civil servants and published new versions of classic Chinese literature.

Your Ideas	Your Partners' Ideas

Lesson 7: Colonialism and its Impact

- **Why do you think countries wanted to colonise other countries?**
- **Which countries belonged to the British, French, Spanish, and Dutch empires?**



Key Vocabulary

expand	**disease**
massacre	**independence**
enslaved	

Colonialism and Ancient Empires

As early empires learned more about the world around them, they learned more about the profitable and interesting new resources they could take. They sent trading ships between continents and across oceans to bring back these treasures. They began to see the importance of establishing colonies in these places. Colonies gave an empire important centres of power to help control and protect foreign resources. They helped **expand** the empire's territory into new continents.

Groups of people migrated to foreign lands to act as stations for traders from the same cities. These were early colonies and they helped traders conduct their business with locals and keep trading relations healthy. Over the centuries, colonies became larger and more powerful. Empires gave colonies military aid, weapons, and supplies. The role of colonies became less to help relations between traders and local people and more to control and overpower the local people so that the empire could take their resources.

European Colonialism

By the 16th century CE, European powers had established colonies over Asia, India, Africa, and the Americas. Early European explorers such as Christopher Columbus already presumed the earth was round and sailed westward across the Atlantic Ocean in search of sea routes to China and India.



Explorers instead hit the land masses of North and South America and erroneously named the inhabitants "Indians", a term that persisted for 500 years. Columbus set up colonies for his sponsor, Spain, and looked for gold and silver in the conquered territories.

Britain colonised North America, setting up colonies in Eastern Canada and North-eastern United States. They also established the East India Company in India, which developed into a powerful network of colonies.



Another company from the Netherlands, the Dutch East India Company, colonised South Africa. The Dutch also colonised present-day Indonesia, while the French established colonies in Southeast Asia, where the present-day countries of Vietnam, Laos, and Cambodia are located. The Dutch attempted to colonise areas of North America such as the present-day area of New York City, which was previously called New Amsterdam, but left the area to the British.

Colonial Life

These colonies were especially useful and important for their empires. They helped the empires become wealthier and more powerful. However, life for colonists was not easy. They were living far away from their homes, and often did not know how to grow crops or survive difficult winters. British colonies in North America, for example, were often left without supplies for months. They relied on help from native people to grow corn and other vegetables.

Many colonists starved to death during these hard years. Their

relations with the native people were not always positive. Colonists and natives often attacked each other. These fights could be quite brutal and deadly. Jamestown was a British colony founded on the east coast of United States in 1607 CE. In 1636 CE, the Jamestown colonists and natives fought each other in several deadly **massacres**. Many other British colonies in America also had battles with native people.

Other colonies, such as the Spanish colonies in Central and South America, and the British colonies in India, were much more brutal toward the native people. The Spanish colonists **enslaved** the Incan people of Peru and forced them to do hard work for no pay. In India, the East India Company had its own powerful army and eventually took control of the entire country. The Europeans also brought **diseases**, such as the bubonic plague and smallpox, which killed large numbers of native people whose immune systems could not fight against foreign infections.

The Decline of European Empires

These empires maintained their colonies for hundreds of years. In many cases, the foreign powers were convinced of their cultural superiority, and prohibited native people from speaking their own languages and forced them to learn Spanish, English or French. They often outlawed traditional customs and took away the local people's basic human rights. Gradually, country by country, these colonised people fought to regain their **independence**. Many colonised countries in Central and South America won their independence in the 19th century CE. Asian and African countries won their independence in the 20th century.

Colonial Legacies

However, the effects of colonialism still exist in these societies. The Europeans brought new religions, languages, and social classes that still create inequality and challenges even today. Many former colonies face greater levels of poverty because valuable resources had been taken from them by colonial powers. Moreover, people do not easily forget the years that they were conquered and controlled by a foreign invader, which can create resentment and frustration. Today, we are still learning the lessons of colonialism and how it damages the societies where it occurs. It is important for us to see clearly how destructive colonialism was and still is.

☑ Activity 1: Checkpoint

What was the initial motivation for European nations to colonise territories? List three reasons for exploring the world and establishing colonies.

1. _____

_____

_____

2. _____

_____

3. _____

_____

_____

Activity 2: Discussion Point

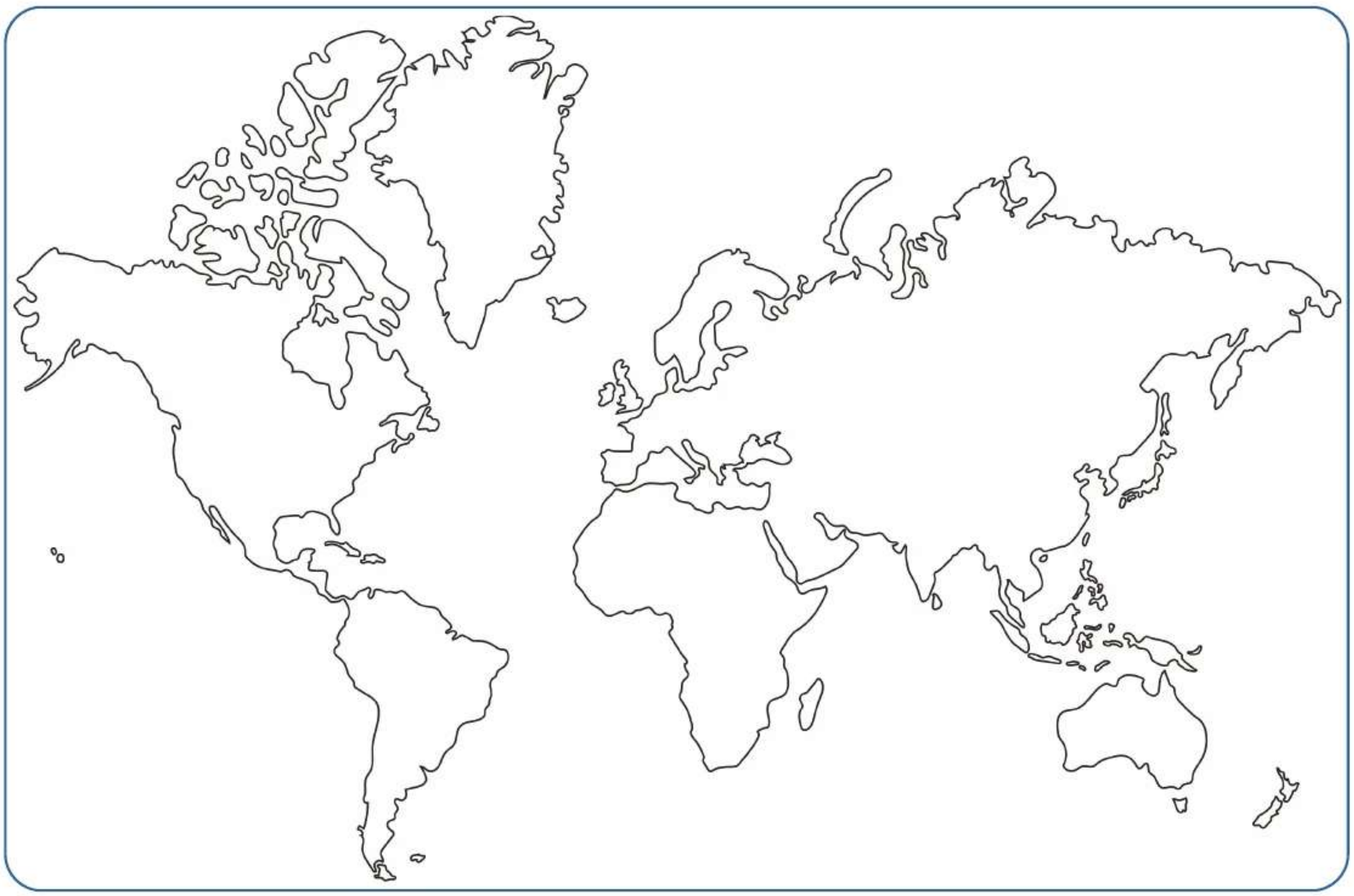
Discuss with your partner the benefits that possessing colonies provided the European nations who established them, and negative effects experienced by colonised peoples.

Your Ideas	Your Partners' Ideas

Activity 3: Research Task

On the map, shade in the major colonial territories of these five European states.
You can find the information for each state with a Google image search for "colonial empire map" + country name.
Shade according to this key.

Britain	France	Spain	Portugal	The Netherlands



Activity 4: Research Task

Based on the map you created in Activity 3, what regions of the world were most heavily colonised? Can you notice any other patterns (e.g. large colonies vs small colonies)? Which empire claimed the most territory? Which claimed the least?

Activity 5: Discussion Point

Working far from home is not a new phenomenon. As you read in the text, ancient people used to travel thousands of kilometers from their homes to try and make their living.
Today, many people still do this. They work on oil rigs in the middle of the ocean, or in Antarctic research stations.
Just like colonists, these people must live and work far from their home and families for months and even years. However, even though these jobs are difficult, they are important. They provide us with valuable products and research discoveries that will help us in our lives. What challenges do you think people face when they must live and work so far from their homes? How can they overcome these challenges?



