UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

نحن الإمارات
WE THE UAE 2031

2025-2026

MORAL, SOCIAL AND CULTURAL STUDIES

Grade 11

Moral, Social and Cultural Studies

Student Book

Grade 11

Volume 3

1446 - 1447 A.H. / 2025 - 2026

وزارة التربية والتعليم
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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 9: Global Citizenship

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- **What is the most significant global issue in the 21st century?**
- **How can global citizenship and peace be promoted?**
- **What characteristics describe a global citizen?**
- **What is social justice in the 21st century?**
- **What is environmental justice in the 21st century?**

Lesson 1: What are the Significant Global Issues of Our Time?

- What challenges are there in ensuring human rights for all?
- Why are environmental threats relevant in the 21st century?
- What are some political problems facing the world today?



Key Vocabulary

World Economic Forum

Global Gender Gap Report

gender parity

Middle East and North Africa Region (MENA)

renewable energy

non-renewable energy

ADDRESSING GLOBAL DEVELOPMENT ISSUES

Research indicates that the increasing gap between relatively wealthy and relatively poor nations is a direct threat to achieving universal well-being and peace among nations and people. This is closely linked to development. In the world today, there are still many areas where lack of development in terms of economic, social, and health indicators continues to create challenges for local populations. It is both an individual and collective responsibility of global citizens to be aware of these issues and work towards addressing them.



Able individuals who do not use their intellectual and mental abilities and do not harness the way Allah Almighty intended for us, will only face diseases, mental, and social troubles.

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

Activity 1: Action Point

In groups, list some challenges that the world faces in terms of development. Then, compare lists as a class. Decide which issues are the most significant.

Human Rights Issues	Environmental Threats	Political Problems



CONSIDERING HUMAN RIGHTS ISSUES

Activity 2: Thinking Task

To what extent should all countries agree on what constitutes a human rights violation?

Consider the following issues:

- capital punishment
- prison sentences
- minimum working age
- universal health care
- war
- payment/wages
- gender equality
- public gatherings

Marginalisation of Women and Girls



In much of the world, women and girls are marginalised and vulnerable, as many are denied access to education and other basic rights afforded to men and boys. This is often put down to 'culture', yet there are, unfortunately, many examples of serious human rights violations against women and girls worldwide that most would recognise as being unacceptable.

According to UNESCO, roughly 30 million girls of primary school age around the globe do not have the opportunity to attend school, resulting in two thirds of the roughly 700 million illiterate people in the world being female.



The Global Gender Gap Report

Every year, the **World Economic Forum** publishes the **Global Gender Gap Report**. The basis for this report is that inequalities in rights given to males and females are a risk factor for other developmental problems, such as healthcare and economic stability. The report compares 146 countries in terms of **gender parity** in four key dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment. An extensive profile is created for each country based on findings, from which a world ranking is produced. Although the report itself does nothing to address inequality, it does provide a benchmark tool for organisations and governments to facilitate discussion about gender parity.

According to the 2022 report, the global gender gap is 68.1% closed; at the current rate of progress, full parity will be reached in 132 years. Although this is an improvement over the previous year, the COVID-19 pandemic had an overall negative effect on gender parity worldwide. The top three countries with the smallest gender gap are Iceland, Finland, and Norway, respectively, yet North America showed the best results on the regional level. Conversely, the area of South Asia fared the worst, with Afghanistan being ranked lowest of all countries.

Activity 3: Action Task

In groups, access the most current Global Gender Gap Report online. Answer the following questions.

- What other countries round out the top ten?
- How does the **Middle East and North Africa Region (MENA)** compare to other regions in the study?
- What rank did the UAE achieve overall? How does it compare to the other countries in the region?
- Looking at the UAE country profile, how could the nation continue to close the gender gap?

CONSIDERING ENVIRONMENTAL ISSUES

There is currently only one place in the solar system that can support human life on a permanent basis: Earth. Although there has been talk of colonising other worlds – be it Mars, the Moon, or space itself – this is most likely not a viable option for the foreseeable future. Thus, as global citizens, people have a moral and social responsibility to preserve and respect the environment. The world population is currently eight billion people and is thought to reach over 10 billion by the end of the century. Therefore, the planet needs to be able to support a growing population sustainably. People have the power to make decisions and manage resources in ways that enable present and future generations to thrive. This is the essence of sustainable development.

Renewable and Non-Renewable Energy

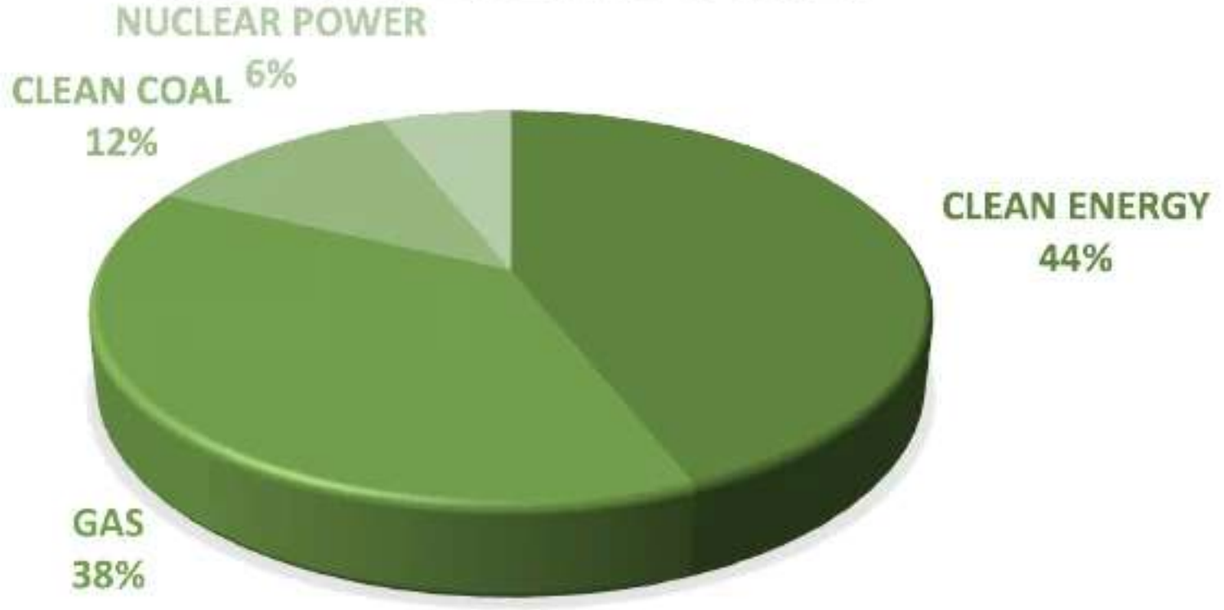
Energy sources can be divided into two main types: renewable and non-renewable. **Renewable energy** comes from sources that can be replenished on a human timescale. Conversely, **non-renewable energy** comes from sources that cannot be replenished, or would take millions of years to do so. As the population grows, the demand for energy does as well. In the past, many countries relied on non-renewable energy sources such as coal and oil to generate electricity and power engines. Burning coal in power stations, as well as carbon emissions from vehicles, has been implicated strongly in global warming and climate change. As a result, there has been a global consensus – albeit not from every country – that energy should instead be obtained from renewable sources that are cleaner and more sustainable.



Oil, a non-renewable energy source

The UAE Energy Strategy 2050

The UAE is committed to diversifying its economy away from reliance on oil, as well as adopting cleaner forms of energy. By the year 2050, the nation wishes to meet the following energy goals:



Activity 4: Research Task

In groups, research one of the solar power plants in the UAE and answer the questions.

- What is the plant called and where is it located?
- How big is it and how much energy can it produce?
- To what extent is it reducing the UAE's carbon footprint?





Solar energy, a renewable energy source



Activity 5: Research Task

What can the following stakeholders do to reduce their carbon footprint?

- the UAE Government
- the governments of the seven emirates
- private businesses
- communities
- individuals

Activity 6: Self-Assessment Questions

1. What are some of the global issues facing the world today?
2. To what extent is the world cooperating to deal with these issues?
3. Why is it important for global citizens to commit to taking care of the planet?
4. What are the UAE's energy goals for 2050?

Lesson 2: What are the Challenges to Global Citizenship and Peace?

- **What obstacles are there to global peace today?**
- **How do ignorance, stereotypes, and judgement affect society?**
- **How can insularity be an issue?**



Key Vocabulary

perception	**stereotypes**
conditioning	**insular**
ignorance	**xenophobia**

CHALLENGES TO GLOBAL PEACE

Maintaining conditions for global peace is one of the main goals of global citizenship. Although perceptions may differ about what this means, in general it refers to the absence of situations and circumstances that cause suffering and conflict. Where there is instability and insecurity in the world, there tends to be a range of related human suffering that becomes a threat to peace. Being interconnected across the world poses many opportunities for human development, as people find ways to work together to achieve shared goals.

Interconnectedness, however, also poses challenges to different groups of people if they do not share the same values or ideas about how they should live or how decisions should be made. This is one of the reasons large-scale organisations such as the United Nations have had limited success in preventing war and conflict: leaders of different groups of people simply do not share the same values, vision, or agenda. Another issue is that when people perceive that they are in competition with others for basic resources and commodities, this may lead to conflict and the erosion of conditions for peace.

Activity 1: Thinking Task

What are some situations where a lack of shared values, vision, or agenda have hindered global peace?



The Korean Peninsula is Split into two countries with opposing ideologies.

PERCEPTIONS ABOUT POWER AND VALUES

A **perception** is a point of view one has of something. It is often influenced by the **conditioning** a person has received. For example, if a child is raised by parents who are loving and who provide for their needs, they will likely develop the perception that adults can be trusted and respected. On the contrary, if a child grows up surrounded by violence or abuse, their perception will be very different. When groups of people have differing perceptions about an issue, this can lead to conflict and behaviour that is not conducive to peace or universal well-being.

Ignorance, Stereotyping, and Judgement

Consider the following scenario:

> *Mansour is an Emirati man. He books a holiday to a foreign country. He has been told there is a lot of opportunistic crime such as pickpocketing there. He decides to go ahead with his plans, because there are some beautiful sights to see, and he has a friend from his school days who lives there as well. Mansour arrives at his destination, checks into a hotel, and decides to walk around the local streets for a few hours and find something suitable to eat. As he walks past a local shop, an old woman approaches him suddenly from a doorway. She seems to be reaching out to him. Remembering the warning he has received about pick-pocketing, he quickly steps back and loudly tells the woman to get away from him, thinking that she is about to steal his wallet and phone. She stops, hesitates, and heeds his instruction.*
>
> *As Mansour continues walking, he decides to text his friend to tell him what has just happened. But his phone is gone! Furious, he turns around and rushes back, only to find that the woman has disappeared! The owner of the shop steps out of the doorway.*

He asks Mansour if he has lost his phone. Relieved to find a sympathetic ear, Mansour says 'Yes' and starts describing the woman who stole it. He assumes that the shop owner already knows that the woman is a thief because she has probably robbed several other tourists outside his shop. The shop owner shakes his head quietly and asks Mansour if his phone has a blue cover. He nods his head. The shop owner produces the phone from behind his back and hands it to Mansour. Mansour is amazed and thanks the man graciously, thinking he must have run after the thief and retrieved it. The owner looks at Mansour respectfully and then explains that the phone had fallen out of Mansour's pocket as he was walking. The woman is a regular customer at the shop. She saw the phone fall and rushed out of the shop to pick it up. She tried to approach Mansour to return it, but he responded angrily. She had been warned by friends of hers that Arab men are not allowed to talk to women they do not know, and so she retreated and left the phone in the shop so that if Mansour returned to look for it, the shop owner – a man – could give it back to him.



Activity 2: Thinking Task

Answer the questions in groups.

- Why did Mansour immediately assume that the woman who approached him was a thief?
- Why did the woman not insist on explaining to Mansour why she had reached out to him?
- How do you think the woman and Mansour felt after the incident?
- What role did stereotyping play in this scenario?

The key point from Mansour's scenario is that if people react to others according to perceptions, **ignorance**, conditioning, and **stereotypes**, their actions can lead to undesirable circumstances and division. If taken to a larger scale, a misunderstanding like the one between Mansour and the woman can have serious consequences. Different groups of people around the world do not trust each other because they have been conditioned by stereotypes that are rooted in fear or judgement, which leads to conflict.



One such example of misunderstanding is that of Muslim women in some Western societies. Non-Muslim people who do not know much about Islam or Islamic societies may judge the Islamic faith as being oppressive towards women, as it 'forces' women to cover their heads and behave in modest ways. However, many Muslim women themselves defend the expression of their faith as Muslims as a matter of personal choice – not coercion. If they are not given the opportunity to communicate their personal beliefs and values, others often continue to criticise and judge, without having a clear understanding of the situation. The very act of judging others against one's own subjective values and standards is a threat to local and global cooperation and peace.

Insularity

As the world has become more globalised, including the widespread effects of natural disasters, increased strain on resources, increased migration, and greater integration of economies, cultures, religions and languages, the perception of threat created by integration has prompted some nations and groups to become more **insular** as they fear that their way of life may be changing. In recent years many parts of the world have experienced a rise in anti-immigration sentiment and attempts to reassert 'traditions' and identity perceived to be better than 'imported' values or traditions.

Activity 3: Thinking Task

Answer the questions in groups.

- What are some historical examples of countries being insular/global? What were the effects of their stance?
- To what extent should a country be insular/global in the 21st century?
- Are there any modern nations that could be described as insular? To what extent is this justified?

CASE STUDY

Government Bans on Religious Symbols

In recent years, wearing symbols of religious identity and affiliation has become highly contentious in many countries, especially in Europe. In 2004, France banned a number of religious symbols from being worn in public schools, including Muslim head coverings for female students. In 2010, the Republic issued a further ban on full-face coverings like niqabs in public spaces and on public transport. Several other European countries have followed suit, banning such attire on a national level, including Austria, Belgium, Denmark, and the Netherlands. Additional bans on headscarves are in place in some countries, either for government employees and/or residents in some or all jurisdictions.

Bans on religious and/or Islamic attire are controversial. In most cases, European nations have banned coverings such as burqas and niqabs for security reasons, citing incidents where possible suspects could not be identified near crime scenes or when passing through international airports. Some countries, however, such as France, wish to promote the concept of *laïcité* – or secularism – on a governmental level. Detractors see such initiatives merely as Islamophobia, as allegedly some states in Germany allow Christian nuns to teach in religious habits, yet ban female Muslim staff from wearing any sort of head covering.

Although much of the controversy has originated in traditionally Christian-majority countries, there are bans in place in Muslim-majority countries, as well. Türkiye, which is anywhere from 82%-99.8% Muslim depending on the source, is a secular country and wearing a headscarf has traditionally been discouraged – when not outright banned – and continues to be a point of contention even today.

Public opinion regarding the banning of religious symbols is divided. Some people indeed subscribe to the idea that their country, if secular, should not allow religion in the public sphere. Naturally, others disagree and feel that no government should legislate what people choose to wear.

Activity 4: Thinking Task

Discuss the following questions in groups. To what extent:

- should religious symbols be banned/allowed in public settings around the world?
- is Islamophobia an issue in European countries?
- should governments be able to legislate what people can or cannot wear in public?
- are countries that enact bans on religious symbols being insular or multicultural?



I am not imposing change on anyone. That is tyranny. All of us have our opinions, and these opinions can change. Sometimes we put all opinions together, and then extract from them a single point of view. This is our democracy.

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

Activity 5: Thinking Task

In what way(s) are Sheikh Zayed's words relevant regarding the case study? What can be inferred about his idea of global citizenship?

Resources are an everyday necessity to live on this planet. In the modern world, in addition to basic shelter, food, water and air, many people rely on income derived from performing work to purchase the resources they use in their daily lives. This is the basis of economic activity in the 21st century. Most people today in high-income countries would be unable to imagine life without modern comforts and amenities, such as smartphones and other such devices. As a result, when people live under conditions where it is difficult to get the resources they need, and if they feel that they are having to compete with others to access resources, they may become resentful, fearful, and/or enter into conflict. These sorts of circumstances can polarise people and make the ideals of global citizenship and peace difficult to achieve.

CASE STUDY

South Africa

South Africa is a country on the southern tip of the African continent. It has had a turbulent history of settlement and conflict spanning several centuries and involving many different groups of people. Between 1948 and 1994 the country, which has always had a majority population of people of African descent, was ruled by a small minority of citizens of European descent – referred to as the 'white' population. The ruling party, dominated by white Afrikaner nationalists, introduced a political and social system termed 'apartheid' (an Afrikaans word meaning 'apartness'). This system classified and segregated the population by race and ethnicity, removing rights and privileges from non-whites people and awarding privilege and power to white people.

When this period of rule ended in 1994, with the first democratic elections being held in the country, South Africa became a beacon of hope and opportunity for millions of people, including citizens from many other African countries, who flocked to the country in search of employment, education, and a good standard of living. The global community praised the country for making the transition to liberation, democracy, and universal human rights in a peaceful, negotiated way.



Unfortunately, the infrastructure and resources of the country, coupled with many and complex challenges of addressing the basic needs of the formerly marginalised population, were placed under strain. Political and economic problems in some countries in Africa meant that an increase in immigration to South Africa. Given the pressures which already existed in the country as it adjusted to a post-apartheid system, the education, welfare, and resources of the country became further stretched as demand increased. When the pressure on systems increases, some people might look for someone to blame and fear and distrust of can develop. Prejudice towards or rejection of people from foreign countries or considered as 'outsiders' is called **xenophobia**.



Activity 6: Discussion Point

Discuss the questions in groups.

- To what extent is xenophobia a problem around the world?
- How does the UAE combat xenophobia?

Activity 7: Self-Assessment Questions

1. What obstacles are there to world peace? Can it be achieved?
2. What type of problems can arise from ignorance and stereotypes?
3. How is Islamophobia an issue today?
4. What types of conflicts are caused by a lack of access to resources?

Lesson 3: What does it Mean to be an Empathic, Compassionate, Engaged Global Citizen?

- What is meant by the terms 'likely future' versus 'preferred future'?
- What do the colours of the UAE flag respresent?
- Why is charity important?



Key Vocabulary

co-create	philanthropic
compassion	humanitarian
charity	empathy



WHAT IS OUR PREFERRED FUTURE AS GLOBAL CITIZENS?

Global citizens should be concerned about the future and what they need to do to **co-create** it. Two perspectives can be used when thinking about the future or imagining what it might be like:

- The likely future (if things continue as they are with no changes)
- The preferred future (what one would prefer the future to look like)

If someone were concerned about global warming, he or she might project the future in the following way:

Probable future

(if fossil fuel use continues)

- Increased global warming
- Increased occurrence of natural disasters such as flooding and drought
- Large-scale extinction of species
- Rising sea levels
- Disappearance of some islands, leading to increased displacement of people
- Food insecurity
- Conflict and war over resources

Preferred future

- Reduction in use of fossil fuels
- Reduced carbon emissions
- Adoption of clean, sustainable energy resources
- Increased collaboration across nations to innovate new ways of supplying energy to all people, in all parts of the world
- Enhanced sustainable development
- Peace and security
- Improved food security

Activity 1: Action Task

Choose a global issue that you are particularly concerned about or interested in. What is the probable future if this issue is not addressed? What is the probable future? What would your preferred future be? Create a diagram like the one above.
How similar are the two futures? Discuss.

Probable future

Preferred future



Young people across the world have the power to imagine a better future for all people through shared values, collaboration, and respect for diversity.

HOW CAN UAE NATIONAL VALUES HELP US TO BE EMPATHIC AND COMPASSIONATE GLOBAL CITIZENS?

Citizens and residents of the UAE can draw on the values learned from family and the leaders of the nation to begin to identify how to engage world issues. For example, if a family values kindness and practises acts of kindness regularly, the children will grow up with this value and will likely continue to behave in this way.



The values of the UAE are informed by the teachings and principles of Islam, which are also represented in national symbols such as the flag. The UAE flag symbolises values that unite Emiratis as citizens and inspire the country's residents, providing guidance in how to conduct oneself as a global citizen:

Red represents bravery, strength, and courage, and binds the other colours together.

Green represents hope, optimism, and joy.

White represents peace and honesty.

Black represents strength of mind.

Activity 2: Action Task

In groups, complete the chart. Then, discuss as a class.

Value	How each value helps UAE citizens and residents to be good global citizens
optimism	Optimism helps Emiratis to be good global citizens because it encourages them to look for strengths and opportunities in the wider world and continue to work towards a bright future for all people.
bravery	
strength	
courage	
hope	
joy	
peace	
honesty	
strength of mind	

Duty and Contribution

The word 'work' can be interpreted in many different ways. One such interpretation is that work is what people choose to put effort into, usually to achieve a certain outcome. Many people invest time and effort into work that interests them or to reach an ambitious goal that they have.

Sheikh Zayed bin Sultan Al Nahyan's (May Allah have mercy upon his soul) work in uniting the seven emirates into one powerful, peaceful, and successful federation is an example of valuable work. One of the values of Islam, as well as other major religions, is caring for others – especially those who are less fortunate. Work becomes a way of helping and serving – an act of love and duty.



Every individual has to perform his duty. Man is mortal, but his work is not. Therefore, work is greater than wealth.

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



Youth are the powerhouse of any nation and its hope for building a better tomorrow as nations are built and the future shaped by youth, capitalising on their abilities and skills. They are the driving force behind any nation's progress and advancement. We invest in youth to achieve the progress that we aspire to and steadily pave the way for a prosperous future for current and coming generations.

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

Activity 3: Discussion Point

Discuss the questions in groups.

- What aspects of life fall under the idea of 'duty'?
- What did Sheikh Zayed mean when he said that 'work is greater than wealth'?
- What steps are being taken in the UAE to prepare young people for tomorrow?

The 'Three-Finger Salute'

In 2013, His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) used the three-finger salute for the first time at the Government Summit held in Dubai, turning it into a national symbol for the UAE. The salute – 'win, victory, love' – symbolises work ethic, success, and a love of the nation. A statue of the salute has been erected in Burj Park in Dubai.



If we think about the concept of winning, we can also interpret it in several ways. One way could be that if we work hard to achieve something (that is, if we have ambition, purpose, pride, and goals), we will win. If we work towards the goal of peace in the world, we can apply our ambition and focus on achieving this goal. Similarly, victory relates to success – the reward for being productive and focused. Love could be interpreted as the unconditional understanding we have that we are, ultimately, connected to all other people on the planet. We should behave with love towards those around us. Likewise, we should look beyond our borders and seek opportunities to help others and contribute to their well-being.

Activity 4: Discussion Point

Discuss the questions in groups.

- In what way should a global citizen embody the values of the three-finger salute?
- What could the remaining closed fingers represent in the salute?

Charity and Compassion



Compassion is a key teaching in Islam and other religions and cultures and is a driving principle for global citizenship. If we are compassionate towards other people, especially if they are struggling or suffering in some way, we will look for ways to help them according to our own means and resources. **Charity** is another key principle of Islam and of UAE society and is an extension of compassion.

The ADFD is a global, **philanthropic** and **humanitarian** foreign aid fund that aims to help developing countries achieve economic growth and reduce poverty. It was established in 1971 – the same year the UAE was founded. The fund operates by offering loans, with certain conditions, to developing countries that need assistance with development projects. It also provides charity in the form of disaster relief and aid provided to refugees.

Since 1971, the ADFD has aided over 175 countries. The monetary value of the aid, charity, and assistance given is in the billions of dirhams. The UAE is among the top ten countries of the world in terms of percentage of its gross national income allocated to charity and aid.

Activity 5: Research Task

Research a project that the ADFD has supported and find information relating to the following headings:

- the country that was assisted
- the problem that was addressed
- who was affected by the problem
- the purpose of the assistance provided
- the type of assistance provided
- the impact of the project
- any other relevant information

CASE STUDY

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

His Highness Sheikh Mohammed bin Zayed Al Nahyan (May Allah protect him) represents the United Arab Emirates in playing a key role in supporting global projects to improve health. He has donated significant funds to tackling and eradicating polio, malaria and Guinea worm, as well as using diplomatic influence to allow access to places such as Afghanistan and Pakistan in order for polio vaccines to be administered to people there.

More recently, the philanthropic ruler of Abu Dhabi collaborated with the Bill and Melinda Gates Foundation and pledged funds to projects that aim to eradicate onchocerciasis (river blindness) and lymphatic filariasis (a disease caused by parasitic worms) from areas afflicted by these illnesses in Africa and the Middle East. He has also pledged support to establish a health research institute in Abu Dhabi to play a role in combating infectious diseases.

Since 2011, His Highness has donated AED 911.4 million to humanitarian health causes.







Becoming an Engaged Global Citizen

Values such as strength, courage, and honesty serve as the basis for being an effective global citizen. However, one must act on such values.

Empathy

If one has **empathy** for others, he or she can assist them in relation to their needs and challenges, because he or she will understand what the most appropriate and relevant support that is needed. In the past, some global aid initiatives have harmed rather than helped the target population they were meant to aid.

For example, there have been cases of baby formula donations being made to mothers in famine conditions, without anyone realising that the formula to feed the babies would need to be mixed with safe drinking water – a condition that is taken for granted in many countries that provide international aid. If mothers only had access to contaminated water, without facilities to purify it, then babies drinking the formula could die from the effects of disease. To truly understand the needs and experiences of other people, one must pay attention, observe, listen, and ask meaningful questions in the process of collaborating with or assisting them.

The Importance of Listening in Communication

Communication is the foundation for finding ways to become informed about other people's beliefs, experiences, and way of life. The most important part of interpersonal communication is listening. Think that listening means one must 'hear' the perspectives of others using as many tools and approaches as possible. One way to listen is to ask meaningful, open-ended questions.

CASE STUDY

'Third-Culture Kids'

Maryam and Fatima are friends and classmates who live in Fujairah. Recently a new student joined their class. Cuifen was born in Hong Kong, to a Chinese mother (from Hong Kong) and French father. She was raised to speak Cantonese, French, and English. When she was 18 months old, her family moved to the USA so that her father could take up a new job. She spent her early childhood in North Carolina, before the family relocated to Belgium when she was five years old.

She remembers making friends at kindergarten in North Carolina, and sitting on a huge red, white, and blue float and travelling through their town to celebrate the Fourth of July. She was sad to say goodbye to her friends, and her mother arranged a party to which she could invite them friends to say farewell.

The transition to life in Belgium was relatively easy for the family, because French is spoken and understood in much of the country. After two years the family relocated again, this time to Khartoum, Sudan, where Cuifen found it more difficult to integrate because, although she attended an international school, she found the climate, culture and way of life quite foreign, especially since she had lived in westernised countries prior to living there. Her father's project in Sudan lasted for three years, before the family moved to Fujairah for a new project.

Cuifen is an example of a 'third culture kid' (TKC). This is a term that is used to describe children who spent their early childhood in a country or culture that was not native for either of their parents, or a country or culture that is not their own native country or culture. Maryam and Fatima are fascinated by Cuifen's experiences and they want to get to know her better and help her to feel comfortable in their community. They meet after school to discuss ways they can try to understand where Cuifen has 'come from', so that they can engage with her. They make a list of questions that they can ask Cuifen the following day:

CASE STUDY

- Why did your family move to the USA?
- Did you enjoy living in North Carolina?
- How did you feel when you found out you had to leave your friends and move to Belgium?
- What aspects of life in Khartoum were most challenging for you to deal with?
- Do you prefer Fujairah to Khartoum?
- Would you like to go back to Hong Kong to live at some point?
- What was your favourite part about living in America?
- In what ways do you think it has benefited you to speak several languages?









Activity 6: Action Task

In groups, analyse the questions Maryam and Fatima plan to ask Cuifen using the criteria below. Modify or rewrite the questions as needed. Are the questions:

- open-ended, allowing the speaker to answer at length?
- worded in a way that would make the speaker uncomfortable?
- formulated to where the listener would gain valuable information?
- helpful in developing empathy and understanding between the speaker and listener?

Activity 7: Self-Assessment Questions

1. What is one methodology that can be used to imagine a better future for everyone worldwide?
2. What are four values that support global citizenship? Explain these in detail.
3. What is one strategy that can be used to develop empathy?

Lesson 4: How can Global Citizens Debate, Make Decisions about, and Act to Promote Social Justice?

- **Why is social justice important?**
- **How are the youth of today the nation of tomorrow?**
- **How can young people make a difference in society?**



Key Vocabulary

social justice

innovators

Emirates Youth Council

blog

Global Education First Initiative (GEFI)

WHAT IS SOCIAL JUSTICE?



Social justice refers to the equitable distribution of opportunities, wealth, access to resources and privileges in a society. It does not mean that everyone in a society has the same amount of wealth, or that everyone is 'the same'. It is more about equal opportunity for people to meet their needs and access resources and services, irrespective of their culture, race, gender, socio-economic status, or educational level.

As a baseline, we may say that everybody in a society should have equal access to basic education, healthcare, safety, shelter, adequate nutrition, and opportunities to work and contribute. Another common aim of social justice is the eradication of poverty.



Social justice is connected to human rights. The United Nations Universal Declaration of Human Rights outlines the fundamental rights that most people would agree must be afforded to all human beings. In societies where there is a high degree of social justice, there also tends to be a high degree of peace and respect among people. Where there is insecurity or inequitable access to basic resources, conflict and injustice may result. Social justice exists where basic human rights are respected and upheld, and where there is no prejudice or discrimination.

Activity 1: Discussion Point

In groups, discuss why social justice has become such a key theme in global development planning.

What can be done to promote social justice on the local level?

The citizens and government of the UAE have a respected history of being mindful of the circumstances of groups of people who may be described as less fortunate, as well as taking steps to provide assistance where possible. There are many philanthropists living in the UAE who have set up foundations and projects to directly impact development and social justice issues. These are people who run programmes and initiate actions for the greater good of humankind. There are many ways to join others and get actively involved in promoting social justice – one's own development as a global citizen is an excellent starting point.

Becoming aware of the programmes, channels, and forums that are available, and secondly, pursuing opportunities to get involved is a great way to do this. In this way, one can develop his or her skills and talents, as well as gain the confidence and self-management strategies to be a role model for social justice and engage in debates and actions related to social justice issues. Being a responsible and engaged global citizen requires a high level of personal empowerment and awareness.

Government Programmes for Youth Development in the UAE

The government of the UAE has specifically emphasised the role of youth empowerment in its development initiatives. The country sees youth as the **innovators** and problem solvers of the future. To be an innovator, one needs to know how to identify problems, think about them critically, and then collaborate in appropriate ways to devise and implement new ways of dealing with or solving them. The government has expressed a specific interest in addressing the needs and challenges of youth, as expressed by youth.

The **Emirates Youth Council** has been set up to represent the ideas and aspirations of youth, and to find solutions to youth issues and concerns. It is currently headed by Her Excellency Shamma bint Suhail Faris Mazrui, the Minister of State for Youth Affairs. There are 13 members (male and female) who serve on the council as government advisers on youth issues.

The council is charged with developing a youth strategy based on research and recommendations regarding the role of youth in community development. It is also responsible for coming up with ways to help youth realise their dreams and aspirations and play a role in the future development of the UAE. There are, therefore, several channels that have been created for young people to have their voice heard on issues that affect them, including concerns they may have for human rights or other issues affecting their peers in the UAE and in other parts of the world.



Local Youth Councils: serve as role models to inspire peers across the seven emirates



Ministerial Youth Councils: young members of the ministries chosen to discuss how work environments for young people within the ministries can be improved



Corporate Youth Councils: represent youth in the public and private sectors with the aim of supporting them to realise their potential for leading, making decisions and growing as professionals, through policies and programmes



Global Youth Councils: support global relationships among Emirati students in other countries to enable them to be ambassadors for Emirati values

☑ Activity 2: Checkpoint

What types of youth councils are there in the UAE?

CASE STUDY

Her Excellency Minister Shamma bint Suhail Faris Mazrui

Her Excellency, Minister Shamma bint Suhail Faris Mazrui is the youngest government minister in the UAE – and believed to be the youngest in the world. She was 22 years old when she was appointed to her position in 2016. She strives to represent the aspirations and concerns of young people to the government, so that it can understand what young people need to develop as strong leaders and contributors for the future. She has stated that the youth need to be listened to, and to be engaged. There should be a strong focus on identifying young talent and entrepreneurs in the UAE and on providing them with opportunities to develop their potential. One of the key things she believes the nation's youth are concerned about is purpose – having a meaningful reason to respond to and act on issues in the world. This is what global citizenship is all about.



Her Excellency Shamma bint Suhail Faris Mazrui is an international speaker and strives to empower the youth of the UAE to live with purpose and develop their talents and entrepreneurial skills.

17 PARTNERSHIPS FOR THE GOALS



Activity 3: Action Task

Think of a youth need that is not being adequately addressed at school or in the community. Make notes about it under the headings below. Then, in groups, speak for two minutes about the need. Decide who in the group has been the most persuasive.

The need	example: The youth need more support in making healthier food choices for lunch.
Evidence that the need exists	example: Students are overweight; concentration is poor after lunch and students fall asleep.
A question related to the need	example: How can the youth be supported in making healthy dietary choices for lunch?
Possible solutions	example: Have a dietician come to the school, request that the cafeteria offer more healthy options, and provide parents with ideas for healthy packed lunches.
Possible individuals or entities that can address the end	example: a dietician, school administration, parents, cafeteria management
Desired outcome	example: All students eat a healthy, nutritious lunch and sustain concentration through afternoon classes.

Youth Circles

Youth Circles are a platform created for youth to gather in a workshop setting, discuss their opinions about issues of concern, and consider possible solutions. Each circle event has a theme and is facilitated in a way that allows youth with a specialisation or particular concern in relation to the theme to collaborate with one another and with representatives who can carry their concern and aspirations forward to government. Individuals are selected to participate in each Youth Circle and each participant has an equal opportunity in the workshop to have their opinions heard.

The structure of each session is the following:

- Display: 15 minutes – outlining key trends and issues in relation to the theme
- Dialogue: 45 minutes – discussing the theme in depth
- Solutions: 60 minutes – collaborating to come up with solutions

Activity 4: Action Task

Hold a class Youth Circle.
Choose a theme for the class to discuss (this could be one of the ideas from the previous Action Task).
Select someone from the class to chair the session.
Reduce the three parts of the circle to two, eight, and ten minutes.

Activity 5: Thinking Task

How useful is the Youth Circle format for naming and handling issues that young people face?

CASE STUDY

Malala Yousafzai

Malala Yousafzai is a Nobel Prize-winning women's rights and children's activist who was born in the Swat Valley in Pakistan. Her father had established a school and nurtured a love of learning in his daughter. Malala was determined to go to school and be educated – something that was forbidden by a terrorist group at the time. While travelling home from school in October 2012, she was shot in the head by a terrorist gunman. Miraculously, she survived the assassination attempt, and the UAE government facilitated her transfer to a hospital in the United Kingdom for treatment.

She recovered and became more determined than ever to advocate for the rights of girls and women in the world. She gave a speech before the United Nations in 2013 (on her sixteenth birthday) and published her first book, I Am Malala, which tells her story. Her speech urged world leaders to recognise and promote the rights of women and children. She is the world's youngest person to be awarded the Nobel Peace Prize. In addition to this prestigious recognition of her work in promoting the rights of girls and women, Malala has also won several other awards.



Malala Yousafzai was warmly welcomed on a visit to the UAE in 2013.

One of the strategies Malala used in her advocacy for girls' education was public speaking. Prior to the assassination attempt on her life, she delivered a speech in Peshawar, Pakistan, criticising the terrorists for taking away her right to be educated. Another strategy she used was to write a **blog** for a major TV broadcaster, to raise awareness among readers about life for a young girl under threat from the terrorists. She wrote the blog under a different name, to protect her identity, but her identity was revealed.



> The extremists were, and they are, afraid of books and pens. The power of education frightens them. They are afraid of women ... Let us pick up our books and pens. They are our most powerful weapons.
>
> -Malala Yousafzai



Activity 6: Discussion Point

Discuss Malala's strategies for raising awareness about the rights of girls to be educated.
In what ways is education a powerful weapon?

Global Education First Initiative (GEFI)

One of the most troubling issues facing youth globally is that more than 60 million primary-aged children are out of school. Inspired in part by the experiences of Malala Yousafzai, the then Secretary-General of the United Nations, Ban Ki-moon, launched the **Global Education First Initiative (GEFI)** in September 2012. The aim of the programme was to improve progress in the goal of achieving global universal basic education for children. The programme provides funding and support for countries to put education at the centre of their development initiatives.

The three specific priority areas for GEFI are:

- Ensure every child attend school.
- Improve the quality of learning.
- Foster global citizenship.

One of the structures created as part of GEFI was the Youth Advocacy Group (YAG), which is made up of 14 young people from around the world and tasked with promoting the priorities of youth and GEFI messages and activities. They facilitate dialogue with other youth both in their regions and globally, as well as mobilise young people to make pledges to support education and monitor accountability for implementing these pledges.



Without ethics, good behaviour and knowledge, nations cannot build their generations and fulfil their duties. Civilisations can only be built on knowledge, good character and respect, on knowing the past and looking forward to the present and the future.

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



Activity 7: Discussion Point

Discuss how a local version of a YAG could be set up using the structure and concept of the Youth Circles in the UAE.

Activity 8: Self-Assessment questions

1. What measures has the UAE taken to ensure young people are heard?
2. What strategies and skill sets enable young people to participate in social justice issues as global citizens?
3. What role does education play in empowering young people?

Lesson 5: How can Global Citizens Debate, Make Decisions about, and Act to Promote Environmental Justice?

- **Why is environmental justice important in the world today?**
- **Why is caring for the environment the responsibility of everyone?**
- **How is the world moving towards a sustainable future?**

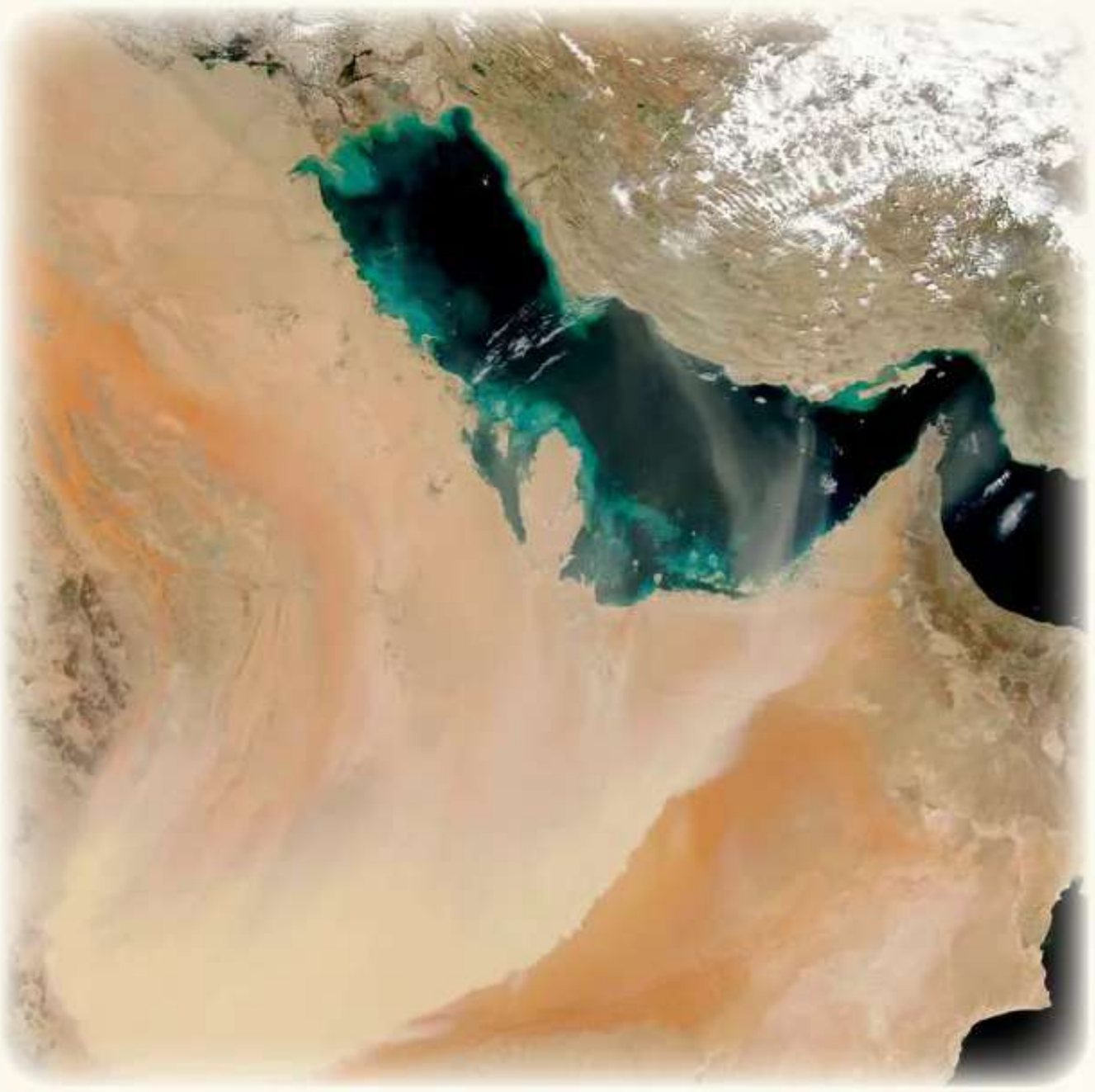


Key Vocabulary

environmental justice	**frontier markets**
Generation Z	**carbon emissions**
zoomers	

WHAT IS ENVIRONMENTAL JUSTICE?

The environment, as a part of the global commons, makes no political, socioeconomic, or cultural distinctions. Therefore, it must not be managed merely on a country level with an insular perspective. The environment truly connects all of earth's population, as something that occurs in one country may very well affect others.



For example, a strong wind and dust storm that originates in Saudi Arabia can move through the UAE. A piece of litter discarded in the Tigris River in Türkiye may make its way down the river through Iraq, flow into the Euphrates River, and be deposited into the Arabian Gulf, where it could eventually wash up on a beach in the UAE. An oil spill in the Arabian Gulf could affect all countries with a Gulf coastline. Vehicles being driven on roads in the UAE may produce pollution that drifts across to North Africa.

Activity 1: Thinking Task

In what ways is the UAE connected regionally and globally via the environment?

In the same way that social justice refers to equitable access to resources for all people, **environmental justice** refers to sustainable, fair, and just policies and actions in relation to all those sharing the environment, as everyone relies on it for survival.

However, this can be a very complex issue because the population of the planet is sizeable (8 billion as of November 2022), and although the population growth rate is gradually slowing, there is still a lot of pressure on land and other environmental resources. The environment is truly a realm for global citizenship. Decisions made in relation to the management of the environment in one place will affect people in nearby and potentially even faraway places.



Deforestation in the tropical rainforests, which are located in a relatively narrow latitudinal band around the planet, affects every breathing creature on Earth, because it has implications for the balance of greenhouse gases in the atmosphere and changes in global temperatures. Polluted water in the upper course of any river will ultimately affect all flora and fauna – including humans – that rely on the river downstream.

Environmental justice requires mutual respect among all people regarding the right to live in a safe, life-supporting habitat. This often requires strong political collaboration. As with social justice and inequitable access to resources, a lack of environmental justice can also lead to conflict and the degradation of peace.

CASE STUDY

Dams and Hydroelectric Power

Water is one of our most precious resources. Anyone who has lived in an arid country will know this all too well. People use water for domestic and commercial purposes. Some have even described rivers as the 'arteries' of the Earth – supplying essential nutrients, hydration, and habitats to the world's human, animal, and plant populations.

One of the uses of water is to generate hydroelectric power. This is usually achieved by constructing a wall and a dam across a large, perennial river (a river that flows all year round), in the upper or middle course of the river, where the gradient is typically steep. The area behind the wall, on the upstream side, becomes a reservoir – water flows into this area and can be blocked from flowing further downstream. A large turbine is constructed at the bottom of the dam, on the downstream side of the dam wall. There are gates that allow the flow of water to be controlled. When the gates are opened, water can flow from the reservoir down through a penstock or tunnel and into the dam. The force of the water then drives the turbine, which, in turn, generates electricity that is distributed along power lines and through the power grid that draws on this source.

The dilemma about hydroelectric power is that it has serious environmental implications. On the one hand, it is regarded as a clean and renewable source of energy: as long as water flows in the river, power can be generated. Dams can also be useful because they can be used to control flooding of land downstream, along the floodplain of the river, which is where the gradient becomes gentle before the river flows into the ocean or sea. Areas that experience seasonal flooding may benefit from a more controlled release of water. Dams can also be used to irrigate agricultural land in the area around the dam, and they provide a storage facility for water in arid or drought-prone areas.



CASE STUDY

On the other hand, the construction of dams and hydroelectric power stations have significant negative social, environmental, and political consequences. When dams are constructed, large settlements of people often must be relocated to other areas, sometimes against their will. Land adjacent to rivers, and even rivers themselves, are sources of livelihood and culture for many groups of people. The natural habitats of many plant and fish species may be destroyed or threatened by changes in the course of the river. When a dam is constructed along a river that flows through several countries, control of the water can lead to political disharmony. One example of this is the construction of the Atatürk Dam along the Euphrates River in the south-eastern Anatolia Region of Türkiye.

Construction on the dam began in 1983 and was completed in 1990. The purpose of the construction was to generate hydroelectric power and provide irrigation for plains in the region. Several communities that were settled along the river had to be relocated. There were concerns about loss of cultural heritage, as ancient civilisations had existed along the Tigris and Euphrates Rivers. Excavations were undertaken to salvage some important artefacts from those societies and historical periods.

The Euphrates River flows from Türkiye into Syria and then Iraq. There is a tributary to the river in Syria, but none in Iraq. This means that parts of Iraq are dependent on the river and the upstream supply of water, mainly in Türkiye. A treaty – the 1946 Treaty of Friendship and Good Neighbourly Relations – had been established between Iraq and Türkiye as a guideline for how the river and water would be managed. Türkiye maintained a responsibility of monitoring the flow of water and supplying data to Iraq. In 1980 the two countries extended the earlier agreement to include technical management of the river and water flow. Syria joined this agreement in 1982. Türkiye had agreed to a minimum volume of water to be released across the border into Syria.

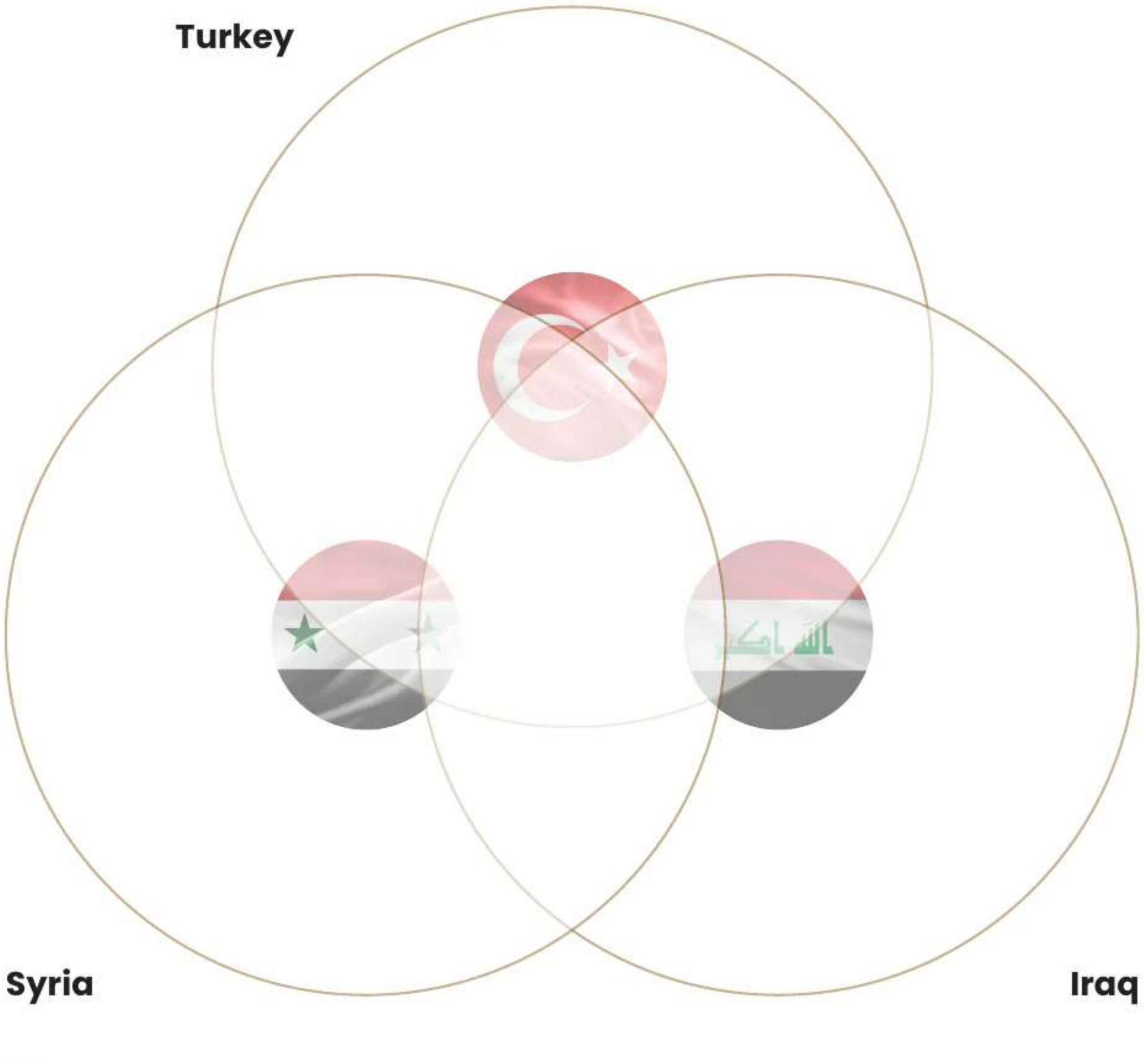
CASE STUDY

A problem arose in 1990, when the dam was completed and Türkiye held back the flow of the Euphrates completely for the reservoir to fill. Türkiye had warned Syria and Iraq that it would be holding back the water for this reason, and it provided a technical plan and programme to make up for losses. However, both downstream countries were angry about the action, as they were affected by the loss of water. At the site of the dam, about one third of the flow of water from the Euphrates is cut off. It has become a sensitive international relations issue because the perspective of Türkiye is that it has upheld the agreement to provide a minimum flow of water to Syria and Iraq, whereas the perspective of the other two countries is that Türkiye is withholding much-needed water from their countries. This is an example of a critical environmental resource that requires very careful diplomatic collaboration to avoid conflict and a negative impact on people who rely on the resource.



Activity 2: Action Task

Choose one of the countries from the Venn diagram and make notes regarding their perspective on Türkiye's Atatürk Dam on the Euphrates River.
In groups, discuss the situation. Try to find as much common ground as possible to avoid any future conflict among the countries.



Activity 3: Thinking Task

How effective would this strategy be in solving international conflict?

What can be done to promote environmental justice locally?

The UAE has traditionally relied on oil as its most significant economic asset. Crude oil is a fossil fuel. Global oil prices have been fluctuating in recent years. As a signatory to the Paris Agreement, the UAE recognises it has a role to play in working towards a low-carbon future. The nation aims to diversify its economy to one that is more knowledge-based, in addition to moving towards using more sustainable forms of energy. This means that youth and other citizens of the UAE have a role to play in realizing these goals.

Masdar Gen Z Global Sustainability Survey

In 2016, the first ever global survey of **Generation Z** (people born between 1997-2012) took place, initiated and published by the Masdar Institute. The Masdar Institute is a specialised science and technology educational organisation that focuses on research and innovation in sustainable energy. It works in collaboration with the Massachusetts Institute of Technology (MIT). The survey aimed to find out people's priorities for sustainability, climate change, and development. It was a way to listen to what young people had to say in different regions across the world. The importance of the survey is that today's youth will become tomorrow's decision makers. '**Zoomers**' from 20 countries were surveyed during 4704 online interviews.





According to the participants in the survey:

- Climate change would be the biggest threat for the next decade.
- Government regulation is necessary, but corporations should take equal responsibility.
- Young people were doing more to be 'green', including boycotting companies that are not sustainable.
- Behavioural change would be needed to help renewable energy investment.
- Education was thought to be vital in making the world more sustainable.
- Germany, Canada, the US, and the UK were perceived as clean-tech leaders.
- Solar and wind energy should be a priority for the future.

The survey also revealed that Generation Z was keen to take on more responsibilities to find solutions to climate change and that those living in countries with **frontier markets** were more committed to a sustainable future.

Activity 4: Research Task

Do some further research on the Masdar Gen Z Global Sustainability Survey and answer the questions.
To what extent:

- are the findings expected/surprising?
- have 'zoomers' continued to promote environmental justice since the survey was taken?
- will Generation Alpha share Generation Z's ideas regarding the environment and sustainability?

CASE STUDY

Mohammed bin Rashid Al Maktoum Solar Park

The Mohammed bin Rashid Al Maktoum Solar Park, based on the Independent Power Producer (IPP) model, is the largest single-site solar park in the world. With total investments soaring to AED 50 billion, by 2030, it will reach its planned production capacity of 5,000 MW. Once completed, the park will save over 6.5 million tons of carbon emissions on a yearly basis, thus transforming Dubai into a global centre for clean energy and green economy.

In order to achieve this, the Dubai Energy and Water Authority (DEWA) has been rolling out the solar park in phases. After the project was announced in 2012 by His Highness Mohammed bin Rashid Al Maktoum (May Allah protect him), the first phase was completed the following year. Phase 1 generates 28 million kWh of electricity every year, reducing 15,000 tonnes of **carbon emissions**. Phase 2 was inaugurated in 2017 and provides clean energy to 50,000 households and reduces a further 214,000 tonnes of emissions.

Completed in 2020, Phase 3 saw DEWA set a world record of USD 2.99 cents per kW/h for the IPP bid. Phase 4 of the park is set for completion by the end 2022 and will have the world's tallest solar tower at 260 metres. The final and fifth phase is to be fully commissioned by 2023, supplying 240,000 homes with energy and eliminating 1.1 million tonnes of emissions.

Through initiatives such as the Mohammed bin Rashid Al Maktoum Solar Park, Dubai plans to produce 100% of its energy from clean sources by 2050.







☑ Activity 5: Checkpoint

Answer the questions related to the Case Study.

- For what reasons is Dubai investing in building the world's largest solar plant?
- What aspects of the UAE make solar power a viable source of energy?
- What can other cities/regions/countries take away from Dubai's finding an energy solution that is context-appropriate?

Activity 6: Self-Assessment Questions

1. What is environmental justice? Use examples to illustrate the concept.
2. How can environmental issues cause conflict? How can such conflicts be mitigated?
3. To what extent are the current generations concerned with sustainability? What responsibility do they have regarding the future of the environment?



Student's notes

Unit 10: Developing a Global Outlook

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- **Why is it important to have a global outlook?**
- **How does one become a global citizen?**
- **What role does diversity play in modern society?**
- **How is technology promoting globalisation?**
- **How is knowledge relevant to today's society and economy?**
- **What is the common good?**

Lesson 1: What is a Global Outlook?

- **What is a global outlook?**
- **How does globalisation affect society?**
- **What modern technology do people use on a daily basis today?**



Key Vocabulary

global outlook

globalisation

uncertainties

cultural exchanges

tax havens

POSSESSING A GLOBAL OUTLOOK

Having a **global outlook** is essential as the world has become increasingly interconnected and interdependent across geographical borders, economies, and cultures because of rapid **globalisation**. Every year millions of people move around the world to work, live, and do business. Globalisation has created transnational flows of capital, international labour, networked information and data, and goods and services among many other things. Along with these global economic activities, people also share their sociocultural aspects of their life, influencing each other's societies for change in complex ways. Although globalisation provides opportunities for all countries, it also creates inequalities between the countries while creating various **uncertainties** and crises around the world.

Activity 1: Discussion Task

Discuss the questions in groups.

- To what extent does the UAE benefit from globalisation?
- What negative effects of globalisation does the country face?

UNDERSTANDING THE PROCESSES OF GLOBALISATION

Today, in the processes of globalisation, people all over the world participate in interlinking their social, cultural, economic, and political activities with the world beyond geographical boundaries. People share their social norms and values with societies around the world exerting mutual influences to bring in societal changes. They also engage in global **cultural exchanges** such as food, fashion, and festivities. Art, music, and literature are also widely shared across cultures. In a much deeper way, people also share their knowledge, worldviews, and practices based on cultural beliefs and backgrounds.

Activity 2: Thinking Task

What are some of the economic activities in which the UAE is engaged in today's globalised world?
What products and services are imported/exported by the nation?

Every year, millions of people move around the globe to work, live, and do business. There is a transnational flow of capital, labour, information, data, and goods and services across the world. Consequently, the economies of the world's individual countries have converged into a single global economy. For instance, when there are major changes to stock markets in America, China or Japan, the ripple effects are immediately felt in almost every corner of the world's markets.

Activity 3: Research Task

In 2007-2008, the world economy was hit hard by a global financial crisis. Research the crisis and answer the questions.

- Who/What caused the crisis? Was anyone held responsible?
- To what extent was the general population affected?
- How did the crisis affect the UAE?
- What steps have been taken worldwide to avoid a similar crisis in future?

The process of globalisation has become increasingly faster with human ingenuity and capacity for advancing science, technology, and innovation. Digital technology such as the internet, computers, and mobile phones have revolutionised how people share knowledge and information, ideas, and goods and services. In the developed world, almost everything is online and quick, when not instant, something unprecedented in the history of humanity. As a result, the world has shrunk into a global village – a single community interacting in real time in spite of geographic boundaries and time constraints.

Activity 4: Research Task

Interview a parent or older relative about social media and online shopping. Ask about the following and record their answers:

- Which social media networks they use and what they use them for
- What types of online purchases they make
- How this compares to life before social media and online shopping



EVALUATING THE CONSEQUENCES OF GLOBALISATION

In many ways, globalisation has been beneficial for the world. However, not all the consequences of a an increasingly globalised world are positive. Unfortunately, the environment has suffered greatly.

Activity 5: Research Task

Research the effects of globalisation on the environment and complete the chart.



Environment	Negative Effects	Causes
Environmental Pollution	Air pollution	increased carbon emissions due to fossil fuels and industry
	Water Pollution	
	Land Pollution	
	Noise Pollution	
Natural Resources	Depletion of finite natural resources, i.e. minerals	
Deforestation	Loss of natural habitats	
Wastes	Industrial waste	
	'E-waste'	

Environment	Negative Effects	Causes
Global Warming	Rise in the Earth's temperature	

The consequences of globalisation can be better understood when both the benefits and risks are considered at the same time. As part of developing a global outlook, one must have an informed awareness of both the positive and negative aspects of globalisation: on the one hand a country may prosper, yet on the other it is also exposed to uncertainties, such as unemployment, loss of culture and traditions, economic inequality, and environmental degradation.



The UAE has managed the risks and has harnessed the positive aspects of globalisation. Exports of oil, the international flow of capital and labour, and tourism are some of the examples of the benefits the UAE has reaped. However, there are still many developing nations who have not been as fortunate. Underdeveloped infrastructure, lack of access to technology, and poverty are some of the factors that prevent countries from participating in the process of globalisation and seeing benefit. In some cases, jobs are created but short lived when multinational companies relocate once resources or raw materials are exhausted.

Industrialised nations can also suffer due to globalisation. Common issues are climate change, financial crises, and unemployment as companies outsource or move abroad to cut costs. The global economy also creates **tax havens**, in which many big corporations register their headquarters in countries to benefit from low taxation,



rather than doing so in the countries where the goods and services are produced and sold. Such corporations can be centred around generating profits, while making little or no contribution to the national economies they operate in.

Perhaps much subtler, yet significant consequences of globalisation are cultural and/or ideological. Every culture has its own norms, values, traditions, and belief systems, yet globalisation tends to spread the influence of Western culture. As a result, some countries are adversely affected as the younger generations choose to ignore local customs and traditions, which are eventually lost to history.

Because of globalisation, today's workplaces can be very international. Working for a global company in a culturally diverse setting presents both opportunities and challenges. A global outlook is imperative to benefit from the experience and avoid unnecessary clashes.

Activity 6: Self-Assessment

What is meant by the term 'global outlook'? Why is it important to develop one?

How does the UAE participate in the processes of globalisation?

What are some of the most significant consequences of globalisation?

Lesson 2: What is Meant by Becoming a Global Citizen?

- **What are some benefits of leaving one's comfort zone?**
- **What are some examples of 21st century skills?**
- **Why is critical thinking important in a globalised world?**



Key Vocabulary

intrinsic	**comfort zone**
cognitive	**stereotypes**
twenty-first century skills	**biased**
unlearning	



BECOMING A GLOBAL CITIZEN

As the world becomes 'smaller', people are increasingly exposed to the effects of gloablisation. Becoming a global citizen, however, requires a global outlook with renewed understanding, knowledge, and skills. Beyond the processes and consequences of globalisation there are also more **intrinsic** and **cognitive** aspects of developing such an outlook, namely embracing open-mindedness and developing **twenty-first century skills**. This can be a complex task of learning new things, adapting, and making perpetual changes, as well as **unlearning** deep-seated beliefs and assumptions.

EMBRACING OPEN-MINDEDNESS

When thinking about or reacting to something, humans tend to be impulsive as opposed to rational. We employ conventional methods of thinking and acting merely because doing so is easy and requires little or no effort. Essentially, closedmindedness is the paradigm that guides human behaviours and actions. We tend to operate in a **comfort zone** that we are reluctant to step out of.

This is problematic because if people find themselves in an unfamiliar situation, they will likely make a premature judgement or just avoid it altogether. The fact that people often harbour assumptions, such as prejudices and **stereotypes**, regarding virtually anything leads not only to misjudgments, but can also stir much darker emotions resulting in hatred, bigotry, and dehumanisation. Thus, anything outside of people's comfort zone tends to cause anxiety, stress, and fear, leading to behaviours and actions which are **biased** or irrational.

Activity 1: Thinking Task

Define the word stereotype. What are some examples of stereotypes that exist in society? What is the danger in stereotyping people?

To counter this, people must step out of their comfort zone and embrace the idea of open-mindedness. As the term suggests, open-mindedness refers to being open to ideas, viewpoints, and beliefs that differ from one's own. Being open-minded allows one to inquire and learn new things, as well as calibrate ideas to avoid stereotyping.

Benefits of Being Open-Minded

Being open-minded broadens the horizons of one's understanding of the world and prepares a global citizen for accepting the risks and challenges posed by globalisation. It helps to develop a global outlook and cope with the changes, crises, uncertainties, and unfamiliar situations that may come about. Another key attribute of being open-minded is a willingness to learn about various cultures, while sharing one's own – to interact with diverse people without dehumanising them through prejudices and stereotypes. Open-minded people listen to others and respect their beliefs, values, and perspectives. When interacting with people from diverse cultural backgrounds, they can discover rewarding experiences, such as new information, knowledge, and opportunities. This also enriches their experiences about life and world. The open-minded live more vibrant, balanced, and inquisitive lives.

In today's globalised world, people from diverse cultures often live and work together. For such people, it is imperative to be open-minded so that they can succeed. Open-mindedness is often considered one of the core twenty-first century skills of global citizens.

However, having an open mind does not mean one should accept any and all new information or new ideas as truth, nor does it mean that people should give up their cultural beliefs or identities either. What it does mean is that, as global citizens, people should broaden their horizons through interaction and collaboration with diverse people.



Activity 2: Thinking Task

Look at the list below of strategies to become more open-minded. How could they be applied to real-life situations?

- **Embrace change**: Open up to change, viewing it as progress rather than difficulty.
- **Re-evaluate current ways of thinking**. Try to look at things from a different perspective to gain new insight on circumstances.
- **Pursue cross-cultural engagement**: Read, travel, and volunteer. Respect the differences people have. Thank others for their ideas and suggestions.
- **Embrace multiple perspectives**: Learn to disagree and see it as an opportunity to expand upon knowledge and experience.
- **Look for positives and opportunities everywhere**: Learn to turn problems into possibilities or opportunities.
- **Practise active learning**: Instil curiosity, learn to ask questions, and pursue lifelong learning.
- **Make informed decisions**: Get the facts before making decisions and do not be quick to judge. Get informed, read and reflect more, and listen to what others have to say.
- **Show leadership and make an impact on people and society**: Where possible take the leading and/or active role.
- **Step out of your comfort zone**: Try new things and see what fresh opportunities arise.

Activity 3: Action Task

In groups, create a public service announcement to encourage people to be more open-minded. This could be in the form of a poster, internet pop-up, social media post/video, or television commercial.

THE FOUR Cs OF TWENTY-FIRST CENTURY SKILLS

Having an open mind alone is not sufficient to participate in, solve problems, and succeed in a global society. A global citizen is also in need of twenty-first century skills. These skills include a broad set of abilities that the current generation of students, who are also global citizens, need to develop to accomplish personal and professional goals in a global society. Critical thinking, communication, collaboration, and creativity – known as the four Cs – are the essential twenty-first century skills for today's students. Beyond this core, there are additional twenty-first century skills that are also useful to have, such as problem solving, innovation, adaptability, information literacy, and cultural awareness.

Critical Thinking



What and how a person does something is guided by their thinking. This also determines what they choose to believe and how they express feelings and interests. If one's thinking is uninformed (or only partially so), biased, and/or marred by stereotypes, then naturally, their actions, behaviours, and judgements will not be fair and balanced. This is where critical thinking plays a crucial role in overcoming such flaws and shortcomings in people's thought process.

Critical thinking is self-regulated thinking characterised by clarity, fairness, open-mindedness, and supporting evidence. As global citizens, critical thinking can be applied to regulate thought processes to make fair assessments based on relevant information or evidence. This is only possible by refraining from passing hasty judgments based solely on existing beliefs, perceptions, and/or emotions.



Activity 4: Thinking Task

To what does critical thinking play a role in the daily life of a global citizen?

Communication

Communication has been a vital life skill for humans for centuries so they may interact and do business. People also communicate to share their thoughts, ideas, problems, and solutions. Communication is used for a variety of purposes, for instance, to inform, share knowledge, motivate, and persuade. For effective communication, a range of communication skills are required, including well-articulated oral presentations, clear writing, and active listening.

It has become even more important today for the citizens of the twenty-first century to effectively communicate in a diverse, globalised world. First, people must analyse, process, and communicate an overwhelming amount of information and data in their personal and professional lives. Second, they need to build cross-cultural communication skills to listen, show empathy, and communicate with linguistically and culturally diverse people from around the world. Third, twenty-first century communication also entails proficiency in using technology, images, videos, and other media, beyond the traditional modes of oral and written communication. Finally, they must educate themselves how to communicate well in multiple settings, such as at the workplace, in public, and online.

Activity 5: Discussion Task

In groups, answer the questions.

- How has communication changed in the 21st century?
- Do people communicate more efficiently in today's global society than at other points in human history?
- To what extent has modern technology helped or hurt people's ability to communicate?

Collaboration

Collaboration refers to work and cooperation between multiple individuals or organisations, by putting together their knowledge, skills, talents, and resources to accomplish a common goal. Collaboration creates a community-like work environment that allows those involved to harness collective intelligence, multiple perspectives or ideas, and individuals' own strengths and ideas. It also creates an opportunity for individuals to learn from each other and improve their creativity and problem-solving skills.



Collaboration is considered a fundamental twenty-first century skill for global citizens.Muchworkinmodern business environments is accomplished in teams, often with individuals coming from diverse cultural settings from around the world. Therefore, a collaborative mind-set requires open-mindedness, active listening, leadership, and mutual respect for sharing varied ideas and perspectives. Sharing knowledge and information is key to collaboration. Thus, collaboration is highly effective for problem solving and sparking creativity using multiple perspectives or ideas.

Can you think of an example from your community of how people collaborate and why?

Activity 6: Thinking Task

What are some examples of collaboration in society today?

Creativity

In a changing world, the success of global citizens often depends on their creativity. It is essential they prepare themselves as creators, makers, and inventors to thrive in a global society.



Creativity sparks new ideas and innovations that are unique and original. It generates new alternatives and new possibilities that are rooted in real-world problems. Thus, creativity transforms novel ideas into unique and useful products in the form of goods and services. Creativity can be observed in a range of human activities: in art, music, and literature; in product innovations and inventions; and in operating and creating new services, such as smart technology.

A creative mind engages in unusually bright ideas 'defying the crowd' – challenging how others conceive or approach a problem. They think and work in ways that have never been seen before.

Activity 7: Thinking Task

In what ways can a global citizen be creative in both their work and private life?

Activity 8: Self-Assessment Questions

1. What is open-mindedness? How can one become open-minded?
2. In what ways can a global citizen use the 4Cs in daily life? Give examples.
3. How can being aware of the 4Cs and open-mindedness help one to enhance his or her global outlook?

Lesson 3: Why do we Need to Understand Diversity?

- What is diversity in the 21st century?
- Why do people often choose to simply maintain the status quo?
- Why is possessing emotional intelligence so important?



Key Vocabulary

social groups	affirming diversity
diversity	cross-culttlural competence
status quo	cultural intelligence
social cohesion	emotional intelligence
social inclusion	collective intelligence

WHAT IS DIVERSITY?

People identify themselves by associating with certain **social groups** based on age, gender, religion, culture, education, and/or national origin, or other elements. Such groups represent their social, cultural political, and economic identities and backgrounds. Typically, people identify as members of a certain social group by highlighting the similarities and differences between various groups.

In the current globalised world, the notion of diversity has become increasingly influential in transforming society, economies, and politics. For example, many cities – be it New York, Shanghai, or Dubai – have been transformed into global societies as people from all over the world come together to live and work, in turn changing the landscapes of these urban centers. Some of the examples of such transformations are the global flow of multinational companies, international NGOs, as well as cultural aspects such as fashion, food, and music.

Diversity can be defined as the similarities and differences among individuals and social groups in terms of their varied cultural, racial, ethnic, gender, and socioeconomic backgrounds. Diversity also includes varying mental and physical abilities of people. Additionally, it represents individuals and social groups who have similar religious beliefs, political beliefs, and ideologies that form their socio-political representation in society.



Activity 1: Discussion Task

Discuss the questions in groups.

- What are some examples of diversity from across the UAE?
- To what extent does diversity contribute to the success of the nation?

Diversity has been increasingly viewed as a positive social change as it fosters creativity, innovation, shared knowledge, and expertise. However, sometimes diversity can also become a sociocultural and political issue, as dominant social groups can potentially exert power and control over minority groups. The consequences can be dire, causing dehumanisation, discrimination, oppression, racism, and inequality in society. For instance, many religious minorities around the world face discrimination and persecution due to their traditions and beliefs.

Activity 2: Discussion Task

Discuss the questions in groups.

- How are minority groups discriminated against in societies around the world?
- Why does such discrimination exist?
- What can be done to alleviate the problem on a governmental level? What about on an individual level?

Such oppression and inequality often remain invisible in society. This is simply because those in dominant social groups do not wish to give up their 'privilege'; that is, any special advantages, benefits, or immunity afforded to them because of their dominance. At the same time, minority social groups, often involuntarily, conform with domination. This is often referred to as 'maintaining the **status quo**' or 'business as usual', a situation in which the current societal landscape is perpetuated, regardless of the inequality or discrimination faced by some, because it is in the interest of those who dominate.

Activity 3: Research Task

During the 20th century, many countries around the world pursued national policies which put minority social groups at a disadvantage, even resulting in the physical harm or death of millions.
In groups, choose an example of discrimination from the previous century and answer the questions.

- When/where did the discrimination occur?
- Who was affected and to what extent?
- What was the outcome? Has the situation been fully resolved?









10 REDUCED INEQUALITIES

Maintaining the status quo can be socially destructive in the long run. Governments and citizens in global communities must seek to build **social cohesion** – the idea that diverse individuals and social groups must live in harmony and work for mutual benefit, while preserving and maintaining their respective identities. To build such cohesion, society must practise **social inclusion** by **affirming diversity**. Affirming diversity can be described as recognising and accepting individuals and social groups from diverse backgrounds and treating them as equals yet providing the liberty for them to maintain their identities.

Affirming diversity plays a crucial role in building and maintaining social cohesion in the UAE, and also to pursue equality and social justice while preserving the unique Emirati culture, traditions, and national identity. Also, it is the moral and civic responsibility of global citizens to pursue social cohesion and equality in the community by building shared values, encouraging community engagement, and reducing social disparities such as wealth, income, health, work conditions, and access to resources.

Activity 4: Thinking Task

How are social cohesion, social inclusion, and affirming diversity relevant in UAE society?





AFFIRMING DIVERSITY

One of the essential steps toward affirming diversity is to develop **cross-cultural competence**. Cross-cultural competence refers to a set of cultural knowledge and skills that illustrate how well individuals can function in diverse cultural settings, how well they understand the similarities and differences between cultures, and how well they interact with diverse people without dehumanising them. It is based on the concept of **cultural intelligence**, which is the capability to relate, interact, and work effectively across different cultures and social situations.

Cross-cultural competence can be developed in many ways, for instance, through social interactions, travelling, reading, and global media. However, none of these ways will be effective unless one is open-minded. Without an open-mind, it would be impossible to step out of one's comfort zone and learn about diverse people and their respective cultures.

Engaging in cross-cultural situations may cause strong emotional reactions, as tension may arise between cultures due to differing viewpoints, lifestyles, social norms, and values. To overcome this, global citizens must employ **emotional intelligence**, that is, the ability to identify and manage one's own emotions and those of others to adapt in emotionally charged situations.

For example, when faced with cultural values and traditions which are contradictory to one's own, it is easy to consider these inferior or reject them altogether. One may hastily make stereotypical judgements regarding the culture and people. In a work situation, this can be detrimental, as one may presume him or herself superior in everything. If instead, one possesses emotional intelligence, he or she will soon discover that cultural differences create more possibilities for creativity and problem solving. Instead of dismissing others

possibly deemed 'inferior', a global citizen can harness **collective intelligence**, or the skills, knowledge, and wisdom gained through collaboration in a group.

Activity 5: Action Task

In groups, write a short dialogue in which characters from diverse backgrounds interact and tension arises due to cultural misunderstandings.
Present the dialogues to the class and decide how emotional intelligence could be used to alleviate tension and misunderstanding.

Activity 6: Self-Assessment Questions

1. What is diversity in UAE society? To what extent is an increase in diversity a positive social change?
2. What is meant by 'social cohesion in a globalised society'?
3. Why is cross-cultural competence imperative in the workplace and greater community?
4. What is emotional intelligence? How can it be developed?

Lesson 4: What are 'Digital Natives'?

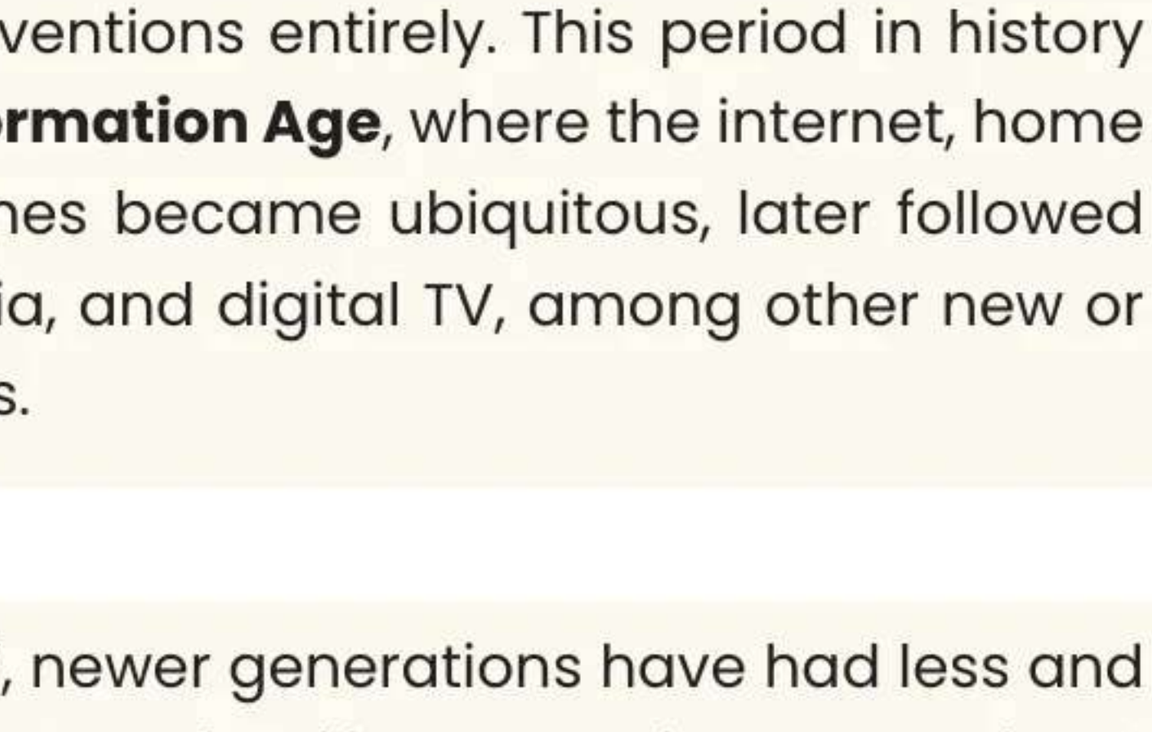
- **What comes to mind with the terms Information Age and Digital Revolution?**
- **Who can be considered a digital native?**
- **What is a digital footprint?**



Key Vocabulary

Digital Revolution	**digital citizens**
Information Age	**digital footprint**
digital natives	**digital ethics**
digital immigrants	

THE RISE OF DIGITAL TECHNOLOGY



The latter half of the 20th Century witnessed significant changes in society and the world via the **Digital Revolution**. Starting with the invention of the transistor in 1947, a wave of new technology gradually replaced previous analog versions or produced new inventions entirely. This period in history is often referred to as the **Information Age**, where the internet, home computers, and mobile phones became ubiquitous, later followed by smartphones, social media, and digital TV, among other new or innovated-upon technologies.

Digital Natives

As technology has advanced, newer generations have had less and less contact with the technology familiar to earlier generational demographics. Although Baby Boomers and Gen Xers have incorporated digital technology into their everyday lives, much of this has replaced a previous analogue version. For example, when smartphones became commonplace in the mid to late 2000s, they were merely an improvement upon existing models, as mobile phones had been commercially available for decades.

Those who were born from the early 1980s up through the mid-1990s – often referred to as Millennials – are the first generation to experience a primarily, if not entirely, digital existence. As a result, individuals born from roughly 1981 forward are considered to be **digital natives**.

In contrast, people born prior to this time have had to learn how to use newer technologies, and thus, are thought to be **digital immigrants**. For many Boomers and Gen Xers, learning to cope with the realities of the Information Age has been challenging; they have had to invest a great deal of time and effort in doing so. For some, this has even been a source of anxiety and uncertainty, as they feel little control over what technology does. Digital natives on the other hand, view technology as having multiple benefits, such as a source of 'infotainment' and a useful manoeuvring tool to complete tasks more efficiently.



Digital immigrants may well adapt with new technologies, but many are 'late comers' and prefer to use non-digital things; for instance, they might prefer reading physical books over eBooks, making phone calls instead of texting, face-to-face meetings rather than online conferences, and so on. However, the lines between who is a digital native or immigrant are often blurred; age is not always a factor in whether people choose to embrace technology or avoid it.

Activity 1: Discussion Task

Discuss the questions in groups.

- To what extent is the current generation digitally native?
- How well have digital immigrants in the UAE adapted to newer technologies?
- To what extent do young people embrace technology in the UAE?
- What analogue technology might a young person in the UAE be familiar with?

Activity 2: Research Task

Interview people from different generations regarding their familiarity with digital technology.

Question	Young person/ Classmate	Middle-aged person	Elderly person
What digital devices do you own?			
How much time do you spend using them every day? (some devices provide this information)			
Do you prefer to make bookings/reservation online or over the phone?			
Do you prefer to speak to someone over the phone or use an online chat for customer or technical service?			
Do you prefer online banking or going to the branch?			
How often do you buy items online?			
Do you have a landline phone?			
What analogue technology do you use?			

Digital Youth

In today's globalised world, young people from developed countries are undoubtedly digital natives – they are able to incorporate modern technology into their lives seamlessly and eagerly await new developments, be it the latest smartphone or wearable technology. In the 21st century, being digitally native – or at least digitally literate – is just as essential as any other skill needed to be successful. This is not only true in the workplace, where a host of software applications are used daily, but also in one's private life, as websites or apps are used for all kinds of bookings, e-commerce, and government services.

Today's digital youth are interconnected like never before, as messaging services and social media play an integral role in young people's social lives. Generations ago, social interactions were primarily limited to face-to-face encounters. Nowadays though, a great deal of young people's social lives may revolve almost exclusively around digital platforms and messaging. On the one hand, this can be positive, as technology facilitates communication. However, traditional social skills can suffer as a result.

Activity 3: Thinking Task

How much of young people's social life in the UAE is carried out through social media and messaging apps? To what extent is this positive/negative?



Digital Citizens

Along with the ease provided by modern digital technology, it is important to be aware that the digital world also harbours serious risks regarding the invasion of privacy, cyberbullying, security threats, misinformation, copyright issues, moral corruption, and internet addiction, among other issues. Therefore, digital youth must conceive themselves as **digital citizens** who can skillfully and responsibly participate in the digital world. As such, they must develop the skills, knowledge, and ethics needed to effectively use digital technology.

Activity 4: Thinking Task

What are some examples of practising digital citizenship?

Digital Footprint



Responsible digital citizens must be aware of their **digital footprint**. This refers to the 'trail' left behind when browsing websites, posting images or comments on social media, or any other online activity.

A digital footprint can be classified into two broad categories: passive and active. A passive digital footprint is an unintentionally remaining, stored trail of web browsing activities. For example, when accessing a website, the user's IP address and search history are logged and stored on the web servers and search engines used. In contrast, an active digital footprint is created in the digital world when a user intentionally posts or writes something online, be it on social media platforms, blogs, other platforms, or through email. It also includes offline activities, for instance, when data is saved on personal computers or other devices.



As most young people in the Emirates use the internet daily and extensively, as digital citizens, they must consider the footprint they may be leaving behind. Naturally, this should be lawful and ethical and not contradict the norms and values of society.

Activity 5: Action Task

In groups, make a list of ten tips for having a good digital footprint.

Digital Ethics



The moral behaviour and civic responsibility associated with the use of the internet and other digital technology is known as **digital ethics**. As is the case with any new development, ethical issues may arise. Some of the most common issues pertaining to digital ethics are the following:

1. Acceptable Use Policy (AUP): An AUP includes a set of rules or guidelines for the users of internet services provided by entities, such as business organisations and academic institutions, that prohibits unauthorised access and use of the services. The philosophy behind an AUP is to promote a fair and ethical use of the internet and other digital technologies by adhering to government laws and regulations.
2. Intellectual Property Rights (IPR): In the digital world, this includes the infringement of copyright laws relating to digital content, such as publishing and distributing movies, music, images, eBooks, and encrypted TV and radio programmes. Digital plagiarism, such as copying and pasting from the internet without any attribution to the source, also infringes these rights. IPR protects all digital creations from illegal publishing, reuse without permission, or attribution and distribution of content.

3. Internet Privacy: The right to privacy is another important part of the digital ethics. Internet privacy, also known as online data privacy, refers to the privacy and security of sensitive personal data and communications that individuals have stored or published online. It also includes the confidential information and data of public corporations. For instance, publishing information or images that violate the privacy of an individual, family, or public corporations is prohibited.
4. Netiquette: The term 'netiquette' – a portmanteau of the words 'net' and 'etiquette' – refers to demonstrating socially acceptable behaviour while using the internet and interacting online with others. 'Netiquette' includes being courteous while discussing topics with people in online forums, using appropriate language, refraining from defamation or personal attacks, and avoiding the distribution and consumption of copyrighted material over the internet.



Although the digital world is a globalised community, digital youth in the UAE must understand that the social norms and public morality of the nation may differ from that of other countries or regions of the world. Thus, they must educate themselves about digital ethics in accordance with national public morality and social norms. They must adhere to the AUP and internet guidelines published by the UAE Telecommunications Regulatory Authority (TDRA). Any violation of such digital ethics is not only socially unacceptable but is also a criminal offence punishable by law.



Activity 6: Research Task

In groups, research the fines and penalties for breaking the laws and conventions listed 1-4.

Activity 7: Self-Assessment Questions

1. What is a digital native? Who can be considered one?
2. What responsibilities do the digital youth have in the UAE today?
3. Why is it important to be aware of one's digital footprint?
4. What aspects of digital ethics are especially relevant in the UAE?

Lesson 5: How do we participate in a Knowledge Society and Knowledge Economy?

- **What is a Knowledge Society?**
- **How can a lack of technology be a disadvantage for a society?**
- **By whom is knowledge generated in today's society?**



Key Vocabulary

knowledge Society

human capital

knowledge-based economy

intellectual capital

digital literacy

KNOWLEDGE IN THE 21ST CENTURY

In the 21st century, the developed world has very much grown into a **knowledge society**, that is, a society where information is generated and shared with the aim of improving life. Since its formation over fifty years ago, the UAE has endeavoured to instil knowledge in its citizens and those within its borders. Starting with Vision 2021, the nation has sought to become 'United in Knowledge', a pillar of the vision and an ongoing aim:

A diversified, and flexible knowledge-based economy will be powered by skilled Emiratis and strengthened by world-class talent to ensure long term prosperity for the UAE.

This concept has been further delineated in the Fourth Principle of the 10 Principles of the Next 50 under the Initiatives of the Next 50:

*The main future driver for growth is **human capital**. Developing the educational system, recruiting talent, retaining specialists and continuously building skills will be key to ensuring the UAE remains the most competitive national economy.*

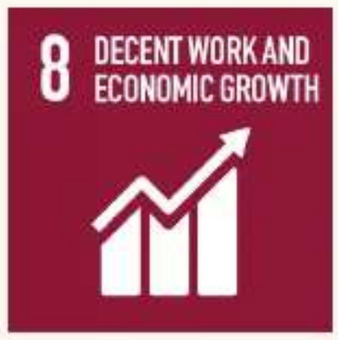


The embracing of the knowledge economy by the UAE government is not coincidental, but a solid vision to capture the newest futuristic forms of the global economy in the pursuit of long-term economic prosperity. Consequently, it is imperative for young people to enact upon the vision of the government by preparing themselves to understand, work, and lead in the new global knowledge economy.

Activity 1: Thinking Task

Why is developing a Knowledge Society important in the 21st century? What steps is the UAE government taking to ensure this?

Knowledge Societies versus Information Societies



Starting with the developed nations, knowledge societies started to evolve in the post-industrial era of the 1970s – a trend that is increasing globally. According to UNESCO, "Knowledge and information... [have] the power to transform economies and societies." Consequently, the organisation "works to create inclusive knowledge societies and empower local communities by increasing access to, preservation and sharing of information and knowledge."



In this way, society creates and shares knowledge to improve the various aspects of society, including economic growth, technological advancements, education, and the overall progress of the human condition.

Knowledge societies transcend information societies, as the creation of knowledge involves more than a mere transfer of information. In an information society, people are involved in creating, distributing, and manipulating information to fulfil their economic, political, and cultural needs and purposes. However, in a Knowledge Society, the information is considered as the raw data or building blocks of knowledge, so a body of information is synthesised to create knowledge. This knowledge is shared to pursue creativity, innovation, entrepreneurship, and problem solving, among other things.

In a knowledge society, social and cultural knowledge are considered equally important. Cultural knowledge includes all which is created by everyday people and professionals within their respective contexts, such as daily activities and cultural traditions. From this point of view, everyone is considered to be a knowledge creator, because everyone is capable of creating knowledge and subsequently sharing it, not only scientists and academics.

☑ Activity 2: Checkpoint

Compare/contrast knowledge societies and information societies.

Knowledge-Based Economies

A **knowledge-based economy** utilises all types of knowledge: scientific, theoretical, social, and cultural. Knowledge is viewed as a shareable and portable commodity, just like other goods and services, thus making it intellectual capital. **Intellectual capital** refers to the knowledge and skills-based resources that companies can utilise to gain a competitive edge. This includes employee knowledge, expertise, data, information, and training resources that a company holds.



In a knowledge-based economy, goods and services are produced utilising primarily knowledge-intensive activities and intellectual capital, as opposed to traditional physical inputs, such as the use of natural resources. Some examples of knowledge economy-based industries are marketing firms, research and development organisations, and educational institutions. Practically every modern industry employs some forms of intellectual capital in the production and distribution of goods and services.

With knowledge as a major commercial commodity, the knowledge based economy began to thrive in the post-industrial era, especially in the service industry, such as information and communication services and financial services. Today, knowledge-based economies permeate almost every aspect of commerce and trade of the world.

Activity 3: Thinking Task

In groups, think of some examples of prominent UAE businesses. To what extent are their operations knowledge-based?

Knowledge is Created Everywhere

Understanding a knowledge society and economy means being aware that knowledge can be created by anyone, anywhere. One must unlearn the conventional understanding that knowledge comes from formal logic, reasoning, experimentation – and from only authoritative sources, such as scholars, researchers, or scientists. For example, cultural knowledge may be created and shared by everyday people and professionals in their own contexts. In fact, in a knowledge-based economy, cultural knowledge is often more useful than scientific or theoretical knowledge, as it is local, specific, practical, and directly supports how people live and work.

Lifelong Digital Literacy

As knowledge will be created by all those engaged in employment, the importance of digital and media literacy cannot be overstated. Although the younger generations are undoubtedly digital natives, they will need to continue to build their **digital literacy** as technology develops further. In the same way that the global economy has been transformed in the Digital Age, new technology will likely continue to transform it in the future.

Activity 4: Thinking Task

What are some ways that the digital youth can continue to build their digital literacy?

Activity 5: Self-Assessment Questions

1. What is a knowledge society? How is this different from an information society?
2. What makes someone a digital native?
3. What is a knowledge-based economy? How does this differ from a traditional economy?
4. How is knowledge created in society?

Lesson 6: What is Meant by 'Working for the Common Good'?

- **What is the common good and how can it be achieved?**
- **What is cultural homogenisation?**
- **Why is philanthropy important?**



Key Vocabulary

common good

cultural homogenisation

smart cities

philantropy

WORKING FOR THE COMMON GOOD

Developing a global outlook means focusing not only on individual prosperity, but also on the well-being of others. Working for the **common good** refers to both the individual and collective actions that aim to improve global society by promoting equality, social justice, and sustainability for all. Some examples of this are donations or volunteering to improve quality of life and human rights in areas such as health, education, and food and nutrition. Promoting the common good is a noble idea, but it demands an array of greater human values, such as compassion, courage, fairness, empathy, and altruism. Therefore, it requires a conscious effort on behalf of global citizens to build these values.

Activity 1: Thinking Task

How can young people as global citizens work for the common good?

Preserving Identity and Culture in a Globalised Society

Working for the common good in a globalised world often means private citizens travelling abroad to help people in other countries or international aid being sent from one government to another. As a result, individuals and governments from more developed nations end up exporting culture as well. Although this is not inherently negative, many nations around the world are on the verge of losing their local and/or indigenous cultures and traditions due to the influence of a more dominant – often 'imported' - culture. This is especially true as popular culture and ideologies of Western countries permeate other cultures. This process is known as **cultural homogenisation**, in which the diversity of culture, ideas, and social values gradually diffuse into one global culture. This loss of diversity can be negative, as it can have an adverse impact on how people think, create, innovate, and solve problems.

Activity 2: Discussion Task

Discuss the questions in groups.

To what extent is there a dominant, global culture?

What are the advantages and disadvantages of cultural homogenisation?

What are some examples of universal culture that exist in the world today? Have they replaced any local customs or traditions?

To combat the potential negative effects of cultural homogenisation, it is imperative that young people preserve their own identity, culture, and social values, as well as that of others. This is not only a civic responsibility, but a way to promote the common good, making global society more diverse, vibrant, and full of possibilities.



The UAE is a quintessential example of how countries around the world can prosper through globalisation, yet preserve their identity, culture, norms and social values. While embracing a diverse workforce from all over the world, the nation has maintained its unique traditions and culture. Countries which are on the brink of losing their local identity and culture can learn from the UAE on how to cope with globalisation and the resulting cultural homogenisation. As diversity is key to collaboration, creativity, and innovation, setting the UAE as an example of diversity and cultural preservation in global society.

Activity 3: Thinking Task

How does the UAE government work to protect Emirati culture and identity?

Advocating for Sustainability and Global Warming Issues

Another aspect in which global citizens can work for the common good is concerning the environment. The Earth's climate has been adversely affected by human activity, such as the burning of fossil fuels and deforestation, with many scientists suggesting that this is causing the greenhouse effect and global warming. Furthermore, there is a rapid depletion of natural resources, Earth's atmosphere, and biodiversity. Non-renewable natural resources, such as coals, petroleum, and minerals are being depeleted rapidly as the world's population continues to grow and consume on a grand scale.

Despite the challenges, there are ways to manage environmental degradation and global warming. For the common good of global society, one way is to 'think globally, act locally'. In the context of climate change and the environment, this means urging people to consider how their actions in their local communities and cities impact the environmental health of the world. For instance, urban communities can become **smart cities**. The smart city concept is an emerging design aimed at making urban areas not only more efficient, but also clean, green, and safe. A smart city utilises the latest information and communication technologies to distribute, monitor, and manage the use of energy, water supply, transportation traffic, law enforcement, and waste management.



☑ Activity 4: Checkpoint

Currently, many urban areas are striving to become smart cities. How do these emerging smart cities help in the prevention of environmental degradation and global warming?

Creating Awareness for Economic Sustainability and Societal Issues

Recently, unsustainable development of the global economy has caused many economic and social problems, especially in developing nations. The following are some basic facts about socioeconomic inequality:

- The distribution of global wealth is astoundingly disproportionate. In 2022, almost 30% of the world's billionaires were concentrated in the United States alone. Ten percent of the global population holds 76% of global wealth, with the poorest half only owning 2% collectively. According to the UN, one billion people worldwide live on less than a dollar a day.
- The rich Western countries are getting richer, with the expansion of their business and investments, while poor countries are forced to export their cheap manual labour and raw materials at a fraction of the cost.
- Outside the Western world, only three countries are considered industrial powerhouses – China, Japan, and South Korea. Thus, most countries in Asia and Africa are left behind in the race of globalisation with unequal economic development, underdeveloped twenty-first century infrastructure essential for globalisation, while being mired by quickly depleting non-renewable resources, environmental degradation, and poverty.
- Competitive and free global markets involving multinational companies can produce and distribute goods and services very efficiently. For instance, lower prices for products, more efficient logistics, and wider choices of products for consumers. However, nearly all multinational companies are either American, Japanese, or Western European. Big multinational companies can easily eliminate competition by pushing out locally grown smaller companies and businesses, thereby creating a market monopoly for manipulation of prices and limiting choices. For example, it would be almost impossible for a local beverage company to compete in the soft drink market with multinational giants.

- Finally, today's global economy is transforming into a knowledge economy. While developed nations continue to benefit, this type of economy is almost out of reach for developing nations around the world. In future, the gap between rich and poor countries will grow even wider.

Activity 5: Discussion Task

In groups, discuss some ways to make global society more just and equitable as part of the common good. Consider the roles and responsibilities of both private citizens and governments in both developed and developing nations.

Promoting Philanthropy, Equality, and Social Justice

Philanthropy is perhaps the most important human act that one can pursue, be it on an individual or organisational level, for the greater good of humanity. Individuals can make donations of money and/or goods – or volunteer their time – to help the community in various ways. Through organisations, philanthropists can join or support foundations and governmental and/or non-governmental organisations to improve the quality of life in needy communities around the world through donations, charity, and volunteering.

The term philanthropy is often used synonymously with 'charity,' although they have different meanings and implications. While both imply equally generous acts on a voluntary basis to support humanitarian causes, philanthropy is much more than just giving to a charity. The act of charity refers to the giving of money or goods for immediate relief, such as donating money to victims of natural disasters, whereas philanthropy involves sustained giving and an effort to curb the root causes of human problems. Thus, philanthropic activities include long term projects dealing with basic human needs and problems, such as poverty, health, education, gender inequality, and human rights.



Activity 6: Thinking Task

How does the UAE engage in philanthropy?

Activity 7: Self-Assessment Questions

1. What is the common good?
2. What is environmental degradation? How can it be prevented?
3. What steps can be taken to establish sustainable economic development on a global level?
4. What is the difference between philanthropy and charity?



Student's notes

Unit 11: Culture

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- **What role does culture play in a global society?**
- **What challenges can there be in intercultural communication?**
- **What are the most pressing issues in the world today?**
- **How can non-violence be used to bring about change?**
- **Why has human history been plagued by conflict?**
- **How can diplomacy be used to resolve disputes?**
- **What happened at Hiroshima and Nagasaki in August 1945?**

Lesson 1: Culture

- When might someone experience culture shock?
- What is xenophobia and who is affected by it?
- How is people's worldview shaped by ethnocentrism?



Key Vocabulary

culture shock	Mercator projection
subcultures	relativism
ethnocentrism	

CULTURE

When travelling to another region of the world, one will quickly notice that things may be very different from home. The local population might have an unfamiliar accent or speak another language altogether, rendering communication difficult. In the case of a different alphabet, road signs can be challenging to decipher, if not illegible. The cuisine might seem too spicy to eat – or may appear bland and unappetising.



As more time is spent in the country, deeper differences in behaviours and beliefs among local people can become more apparent. Due to cultural homogenisation, differences may be less conspicuous at first, only coming to light later. Locals may be surprised to see a foreigner and may point and stare in the street. They might be extremely outgoing and hospitable, or they may seem shy or unfriendly when engaged.

With so many customs and unwritten rules that are unfamiliar, it is easy to feel nervous about mistakenly offending someone by doing or saying the wrong thing. This can cause confusion and uneasiness, or even rejection towards the foreign culture. Such feelings are known as **culture shock**.

Activity 1: Thinking Task

What are some unusual customs and traditions from around the world?

Subcultures and Xenophobia

Anthropologists define culture as a system of behaviours, traditions, and institutions shared by a group of people. Culture often supersedes national borders, as members of the same ethno-linguistic group may live in settlements that predate current political boundaries. In other cases, migration has led to minority groups living in foreign countries. Culture is not limited exclusively to nations, however. Regions – or even towns – may have a unique culture which has developed slowly over time. The concept can also be applied to situations such as an office or company, where a particular work culture may predominate.

Activity 2: Thinking Task

Think of some examples of cultures which span international borders.

Within a dominant culture, in addition to minority cultures, **subcultures** can also be present. These are distinct groups that exist within the larger culture. In a school setting for example, some students may identify with each other because of common interests, such as sports, music, or school subjects. These subcultures all exist within the framework of a dominant culture.



Dominant cultures are a product of their people's history, and in many cases have developed and evolved over thousands of years. Throughout history, cultures have been affected by interactions with others, through wars, colonisation, trade, and migration. This is particularly true of neighbouring cultures. For example, modern Spanish culture displays extensive influence from the nearly eight hundred years of Arab Muslim rule on the Iberian Peninsula, which begin in 711 and ended with the fall of Granada in 1492. Spanish cuisine, architecture, science, and language have elements that can be traced directly to Arab Muslims culture from that period. For example, the word for 'oil' in Spanish is *aceite*, which is derived from the Arabic term الزيت (*az-zeit*).



Activity 3: Action Task

The Spanish language has over 4000 words derived from Arabic. Search for several examples of these.

What loan words from Arabic exist in other languages spoken in class?

In the modern world, trade, communication, and transport have brought distant cultures into contact with one another. Although many people view cross-cultural contact as beneficial, they are often a source of tension, as people often feel threatened or fearful of others. What is different might be seen as strange, and what is strange can be seen as undesirable. Such negative feelings can result in xenophobia.

Activity 4: Discussion Task

To what extent is xenophobia an issue in society today? How is xenophobia similar and/or different from racism?

Ethnocentrism

How people understand the world is directly affected by culture. For example, a traveller in a new country tries to make sense of local customs through their own culture's beliefs and practices. Such customs, however, are part of a larger cultural system that they likely do not understand. If they make judgements about the culture or individual practices, they are demonstrating **ethnocentrism**. Comparisons made regarding another culture can often be negative, leading to the belief that one's own culture is superior. As sociologist William Sumner wrote in 1906, "ethnocentrism is the technical name for this view of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it."

The Center of Everything

Perhaps the most obvious display of ethnocentrism in the modern world is evidenced by geography. During the Age of Discovery, European nations began to explore the world by sea, reaching previously uncharted territory. Naturally, most of what was 'discovered' was unknown to contemporary Europeans but was already inhabited by local people.

To aid in navigation during this time, cartographers created numerous maps, the most relevant of which today is the **Mercator projection**. Drafted in 1569 by Gerardus Mercator, this map is useful for navigation, as it allows for plotting a straight-line course. The projection, however, is less useful for world maps because it severely distorts the size of areas progressively as one moves away from the equator. As a result, Greenland appears to be the same size as Africa when it is fourteen times smaller.



Beyond size distortion, the Mercator projection also serves to place Europe at the center of the world, cementing the idea of 'East' and 'West' in the world, when the Earth is, in fact, round. Therefore, geographic terms in use, such as the 'Western World', the 'Middle East', or the 'Far East' become somewhat of a misnomer. Furthermore, the Prime Meridian, or 0° longitude, passes through Western Europe, being opposed by the International Date Line, which passes through the Pacific. This reality creates unusual or inconvenient time zones for some nations – the best example being Kiribati – which chose to create a new time zone so that the eastern part of the country would not be a day behind the rest according to the calendar. Due to the proliferation of the Mercator projection in educational materials, as well as its renewed use due to online maps, people's perception of the world has been greatly influenced.



Activity 5: Research Task

Research the Mercator projection online.

- Compare the sizes of several pairs of countries located near the equator and towards the polar regions, respectively. (This can be done using a number of websites). To what extent are the findings surprising?
- What other types of maps or projections would be more suited for a world map?
- To what extent has the widespread use of the Mercator projection affected individual perceptions? What implications might this have on a grander scale?

Relativism

Opposing ethnocentrism, relativists hold the position that one should look at other customs, practices, and traditions in the context of the whole culture, rather than making judgements based on one's own cultural perspective. In **relativism**, the idea of "normal" varies from one culture to another, as do moral standards. Additionally, some relativists may argue against judging historical practices against modern morals and values. In this view, historical figures should not be condemned on the whole for subscribing to practices lawful in their day despite these now going against modern sensibilities or legislation.

Although relativism is strongly associated with tolerance and open-mindedness, this view is not without controversy. Debates rage in many countries where there are movements to rename streets and remove monuments of historical figures who were once glorified, but their historical actions are now viewed unfavourably according to contemporary values. Many people feel that retaining dated names and symbolism perpetuates harm to groups within society who were affected by historical events, thus honouring actions and behaviour that a tolerant society should condemn.

CASE STUDY

Appomattox

Until June 2, 2020, the city of Alexandria, Virginia, USA, was home to Appomattox – a bronze statue commemorating the death of Confederate soldiers in the American Civil War. Cast in 1889, the statue was of a lone, unarmed soldier modelled after a figure in a painting depicting the surrender of Confederate forces at Appomattox Court House in 1865. The pedestal the statue stood upon contained the inscription: "Erected to the memory of Confederate dead of Alexandria, Va. by their Surviving Comrades, May 24th 1889" [sic].

Appomattox stood for over 125 years before residents began to call for its being moved, if not removed altogether. The only damage done to the statue during that period occurred when it was struck by vehicles on two occasions, presumably due to its location in the middle of a main thoroughfare, as opposed to an intentional act of vandalism. As a result of the first incident, the statue was toppled from its base, requiring restoration, which was voted in favour of by the city council, despite objections from the mayor, African-American residents, and the NAACP.

The statue was finally removed in 2020 in the wake of nationwide protests following the police brutality murder of George Floyd, an African-American man in Minneapolis. The incident sparked off the removal, both lawfully and otherwise, of a number of Confederate monuments, as well as slave-owning historical figures, due to the ongoing racial injustice present in the US.

The slavery of Africans or people of African descent was legal in jurisdictions in the US for over two centuries, having started in colonial Virginia and only ending *de facto* upon the conclusion of the American Civil War in 1865. In 1861, the Southern states had seceded from the Union, one of their main intentions being the continuation of the practice indefinitely. This started a bloody conflict which ultimately resulted in their defeat. In the years since, Confederate imagery has been used by many to incite racism, xenophobia, and hate.

Activity 6: Discussion Task

In groups, answer the questions.

- To what extent is the removal of Appomattox – a monument to fallen soldiers – justified?
- Why was the statue erected if deemed offensive by so many? How did it manage to stand for well over a century?
- Should fallen soldiers and veterans still be honoured with monuments or otherwise despite losing a war for a nation or regime with questionable or condemnable ideologies and/or practices? Examples could be German or Japanese soldiers from WWII or soldiers who fought in the Portuguese Colonial War.
- To what extent should institutions named after individuals who are deceased and now considered questionable by today's standards be renamed? For example, George Washington is the national hero of the US, yet was a slave owner.
- At what point is history no longer emotive? For example, Ghengis Khan, who is revered and honoured by the Mongolians, was responsible for the deaths of millions but is seen merely as a historical figure by most.



Activity 7: Self-Assessment Questions

1. What is culture? What is culture shock?
2. What is xenophobia? How does it affect society?
3. How has the Mercator projection shaped people's worldview?
4. Compare and contrast ethnocentrism and relativism.

Lesson 2: Intercultural Communication

- **What are some different aspects of intercultural communication?**
- **What role does gender play in intercultural communication?**
- **What types of societal norms comprise etiquette?**



Key Vocabulary

non-verbal communication	**gender differences**
body language	**etiquette**
gestures	

CHALLENGES TO INTERCULTURAL COMMUNICATION

When communicating with individuals from another culture, sometimes there are misunderstandings or conflict can even arise. This is because cultural norms and values are not uniform across society nor the world. One culture can differ greatly from another, resulting in significant cultural differences in some cases. **Non-verbal communication** is no different.

Body language and **gestures** exist in all cultures. For example, making eye contact is very important when talking to someone in the UK, but direct eye contact is perceived as rather rude in several Asian countries, such as in Japan and Vietnam. In some African cultures, maintaining eye contact may be perceived as rather aggressive and confrontational.



Non-verbal communication includes not only facial expressions and gestures; it also involves seating arrangements, personal distance, and sense of time. In addition, different norms regarding the appropriate degree of assertiveness in communicating can add to cultural misunderstandings.

For instance, many Americans may consider raised voices to be a sign of aggression, while some minority cultures in the US, such as Italian-Americans, may feel that talking loudly is a sign of an interesting conversation among friends or family.

Everyday gestures used in one country may have very different meanings in another. For example, across the Middle East, it is not appropriate to eat or offer gifts with the left hand. Furthermore, pointing is not considered polite in Asian countries like Japan, South Korea, and China.

Handshakes between people doing business may be an accepted practice worldwide. However, having too strong a grip may be seen as aggressive in many parts of the Asia Pacific Region, where a bow is still highly regarded especially in South Korea and Japan. Handshakes in the Middle East often last longer than they do in some European countries such as Germany or the UK.



Activity 1: Discussion Task

In groups, answer the questions.

- Why is it important to be aware of potential differences in non-verbal communication when interacting with people from another culture?
- What differences exist in greeting someone from South Korea or Japan versus a person from the Middle East? How so?
- When is it considered appropriate to raise one's voice according to different cultures? What associations can this have?
- How is eye contact perceived differently around the world?

GENDER

In many cultures around the world, there are **gender differences** regarding what is considered acceptable behaviour. It may be seen as inappropriate for a man to attempt to shake the hand of a woman who does not extend hers first, for example. In some cultures, both men and women wear jewellery such as earrings, nose rings, bangles, or necklaces. In other cultures, however, wearing earrings or nose rings might not be acceptable for men.



Accepted clothing styles may differ between men and women in different cultures. In some cultures, males generally wear trousers while women wear long or short dresses. In Gulf countries, men wear kandouras – which may appear to others as being similar to a long shirt, whereas women wear abayas and cover their heads with a shayla. Wearing short and tight clothes may be normal and commonplace in some societies, while in others, exposing the body by wearing such clothing may be considered inappropriate.

Activity 2: Discussion Task

In groups, answer the questions.

- Why is it necessary to be aware of gender in intercultural communication?
- As a man, how can greeting a woman be different in the Middle East versus a Western country?
- How can clothing or accessories be misinterpreted across

different cultures?

VALUES IN INTERCULTURAL COMMUNICATION

Prior to travelling or moving abroad, it is important to get informed about the place one will be going. The more knowledge gained about a country's history and culture, the greater the chances for a successful experience. This should include learning the appropriate way to greet someone, dining **etiquette**, and as much of the local language as possible or necessary. It would also be helpful to learn about the country's history, organisations and institutions, the relationship it has with other nations, as well as about any minority groups or significant subcultures that may be present.

Understanding how culture can affect communication and language is extremely important. For example, people from other English-speaking countries or second-language speakers from other European countries may speak more directly than people from the UK. In one example, Scandinavians visiting England reported having mildly offended people by failing to say 'please' and 'thank you' enough.



Activity 3: Thinking Task

What are some examples of other potential language or

communication problems that can arise due to values and perceptions versus purely linguistic issues?

Activity 4: Discussion Task

In groups, answer the questions.

- Why is it important to be knowledgeable about a country when travelling or living abroad there?
- To what extent is it important to learn the history of the country where one resides?
- To what extent does culture affect communication?

Activity 5: Self-Assessment Questions

1. How do cultural differences extend to non-verbal communication?
2. What are some key differences in non-verbal communication across the globe?
3. How can gender differences play a part in intercultural communication?
4. How can being aware of a country's culture be beneficial when travelling or living abroad?

Lesson 3: Real-World Issues

- What are wet markets?
- What are the effects of deforestation?
- What is the status of bullfighting in the 21st century?



Key Vocabulary

wet markets	bullfighting
carbon dioxide emissions	corrida de toros
deforestation	bullring

REAL-WORLD ISSUES IN A GLOBALISED WORLD

World history and current events are rife with examples of conflict. Humans consistently clash over a number of issues, ranging anywhere from interpersonal squabbles to wars between nations. The natural tendency is to believe that one's own viewpoint is the most informed or correct one; the other side is obviously mistaken, when not altogether wrong. Dealing with conflict between individuals hailing from different backgrounds or nations requires being aware that cultural differences undoubtedly play a very significant role in such situations. That being so, many issues are not always so 'black and white' and critical thinking is needed to appreciate opposing viewpoints and find the best solution.

The Sale of Wild Animals at Wet Markets in China



The concept of which plants and animals are fit for human consumption is not universal. As a result, people in many cultures eat things that others in the world would not consider food. In East Asia, many animals are prized for their taste or for health benefits according to traditional medicines. These include snakes, bats, crocodiles, and rats.



Wet markets can be found all over the world, typically with live fish and other sea life swimming in tanks for customers to purchase for food so that customers know it is fresh. Many wet markets sell live animals such as chickens, which are slaughtered and processed at the market for customers. In China, these markets are an important dietary source. Furthermore, many Chinese in rural areas and low-income urban areas do not own refrigerators to store meat or fish for long periods. For them, the wet

markets are essential. Wet markets are also meeting places where people socialise, making them an important part of Chinese culture, especially for the elderly.

Some wet markets have sections for wild animals such as bats and snakes, which are kept live at the market. Many believe that the COVID-19 virus originated in one of these markets: the Huanan Seafood Wholesale Market in Wuhan, China. This was the second such disease to become a global outbreak in twenty years. It is believed that a similar virus, SARS in 2002-2004 infected 8000 people in 29 countries after passing through a wet market in Foshan, China.



International health officials argue that markets with wild animals are a likely source of disease. These diseases can threaten people's health because they are in close contact with wild animals. In some parts of China, however, eating wild animals is a symbol of high status because they are rarer and more expensive than farmed animals. Some believe the meat is healthier and more natural than meat from farms, especially as the meat is fresh at the wet market.

Activity 1: Discussion Task

In groups, answer the questions.

- What are the two sides to the issue? What is each side's position?
- To what extent does culture play into the issue?
- How should the issue be resolved?

South American Tropical Rainforests

A major contributor to climate change has been the loss of tropical rainforests in South America. These forests are often referred to as the 'lungs' of the Earth, as they are densely green areas full of plants that produce oxygen and remove carbon dioxide from the atmosphere. The release of $C0_2$ into the atmosphere is largely responsible for global warming and the Amazon rainforest removes the equivalent of half of the **carbon dioxide emissions** from all of Europe, storing it underground in its roots. Scientists call these green areas that store carbon dioxide carbon 'sinks'.



Each year, vast areas of jungle around the Amazon River are cut down and burned to make farms or for wood for furniture or to be burned for fuel. Although the deforestation of the Amazon presents a global problem, these industries are vital to the economies of the countries where the rainforests are located.

This creates a conflict, as governments of developed nations demand the protection of the rainforests, while local companies and governments allow the **deforestation** to continue. They view the rainforest as a natural resource to exploit to be used to raise living standards and provide jobs where there is poverty.

Activity 2: Discussion Task

In groups, answer the questions.

- What are the two sides to the issue? What is each side's position?
- To what extent do national or local interests play a part?
- How should the issue be resolved?

Bullfighting

With origins stretching back to the Bronze Age, **bullfighting** has been taking place in Spain for millennia. A modern bullfight, known in Spanish as a **corrida de toros** – which translates to 'running of the bulls' – consists of a central figure, the *matador*, who 'fights' the bull through a series of passes with a cape, ultimately killing the weakened animal with a sword. The tradition of bullfighting spread to the Americas during the Colonial period and is still practised today to some extent. Spanish-style bullfighting was also introduced to France in the mid-nineteenth century; the Portuguese also have their own distinct long-standing tradition, although the bull is no longer killed in the ring.

Historically a source of entertainment, bullfighting enjoyed immense popularity in the 20th century. The 1910s saw a 'golden age' of this 'fiesta' due to legendary *toreros* Juan Belmonte and José Gómez Ortega. *Corridas*, or fights, even took place in the United States in Houston, Texas.



Nowadays, however, there is considerable opposition to the practice in most countries where it takes place. Plaza Mexico in Mexico City, the largest **bullring** in the world, was ordered to discontinue bullfighting in 2022. Similarly, there was no 2022 season at the bullring in Bogota, Colombia, due to the work of politicians and activists. Bans have been placed on bullfighting on several occasions in European countries but have been overturned for being unconstitutional – previous national laws had declared it Intangible Cultural Heritage.

Despite governments protecting bullfighting, the popularity of the spectacle has waned significantly in the 21st century in Spain. Responding to surveys in 2022, over half of Spaniards wish to see it banned and only a quarter have an interest in the sport. The situation in France is markedly different, though. Despite a failed attempt at a national ban supported by a majority of the French population, *corrida* is on the rise in the south of the country. There are around 170 bullfights a year, generating tens of millions of euros in revenue. While animal rights activists fervently call for banning bullfighting entirely, others claim that it is a long-standing cultural tradition that should be protected, citing national or regional identity, not to mention the millions of euros generated each year by the sector.

Activity 3: Discussion Task

In groups, answer the questions.

- What are the two sides to the issue? What is each side's position?
- To what extent do national or local interests play a part?
- How should the issue be resolved?

Activity 4: Discussion Task

As a class, discuss how each of the issues should be resolved.

Activity 5: Self-Assessment Questions

1. What is the danger in assuming one is right without considering other points of view?
2. How does relativism play a part in real-world issues?
3. To what extent is globalisation positive when opinions are formed internationally about practices in other countries?

Lesson 4: Non-Violence

- **How was non-violence used as a political strategy in the 20th century?**
- **What are some of the principles of non-violence?**
- **Why do people still resort to violence in the 21st century?**



Key Vocabulary

non-violence	**hater**
redemption	
reconciliation	

PRINCIPLES OF NON-VIOLENCE

Non-violence is the philosophy and practice of living in a manner that does not hurt people. It is direct opposition to war, violent protest, and armed revolutions as paths to social and interpersonal change.

The two figures from the last century most strongly associated with non-violence were Mahatma Gandhi in India in the 1930s and 1940s and Dr Martin Luther King, Jr. in the United States in the 1950s and 1960s. Both men led large civil movements that successfully caused social and political change through non-violence in their countries.



Dr. King defined non-violence through six principles:

1. Non-violence is a way of life for courageous people. It is active non-violent resistance to evil.
2. Non-violence seeks to win friendship and understanding. The end result of non-violence is **redemption** and **reconciliation**.
3. Non-violence seeks to defeat injustice, not people. Non-violence recognises that evildoers are also victims.
4. Non-violence holds that suffering can educate and transform. Non-violence willingly accepts the consequences to its acts.
5. Non-violence chooses love instead of hate. Non-violence resists violence to the spirit as well as the body. Non-violence love is active, not passive. Non-violence love does not sink to the level of the **hater**. Love restores community and resists injustice. Non-violence recognises the fact that all life is interrelated.
6. Non-violence believes that the universe is on the side of justice. The non-violent resister has deep faith that justice will eventually win.



Activity 1: Research Task

Research the following and complete the chart.



- Gandhi – Salt March

Who?	
What?	
When?	
Where?	
Why?	

- Dr Martin Luther King, Jr – Montgomery Bus Boycott

Who?	
What?	
When?	
Where?	
Why?	

Activity 2: Discussion Task

In groups, answer the questions.

- How were Dr King's *Principles of Non-Violence* demonstrated in each situation?
- How could the *Principles* be applied to situations around the world where violence is occurring?

Activity 3: Self-Assessment Questions

1. What is non-violence?
2. What does non-violence seek to achieve?
3. To what extent has non-violence been successful in bringing about social and political change?

Lesson 5: Conflict

- **Is conflict a part of human nature?**
- **Why do wars break out?**
- **How did WWI start?**



Key Vocabulary

testosterone	**arms race**
nationalism	**the Great War**
conscription	

WHY DO HUMANS CREATE CONFLICT?

Most people would agree that war is terrible. It brings death, destruction, and suffering to entire populations, yet often does not solve conflicts between warring nations. War, however, has always been a part of human history, and despite concerted efforts to bring about a lasting peace, armed conflict and the looming threat of another world war are still very present in the 21st century.

This reality begs the question: is war a natural human instinct, or are people born peace-loving? Sociologists debate two theories:

Theory 1: Aggression is Biological

This theory suggests that the urge to fight is biological and inherent in human nature. Aggressive behaviour in small children is evidence of this theory. Of their own accord, small children fight with each other over toys or get angry and frustrated when they do not get what they want. This supports the position that humans are naturally prone to conflict.



Aggression and the urge to be dominant over others is commonly found throughout the animal kingdom. The hormone **testosterone** is linked with aggression in all mammals - including humans. Testosterone levels in men are ten to twenty times higher than in women, which may explain why males are more associated with aggressive acts, including violent crime and war. However, biologists are unsure if higher levels of testosterone cause aggression, or if aggressive behaviour stimulates higher testosterone production.

Theory 2: People are Peaceful; Society is to Blame

The second theory links war to human grouping. Government structures, class struggle, and **nationalism** create conflicts. The depth of these issues makes compromise and negotiation unlikely. Researchers studying the causes of recent wars found that ideology – systems of beliefs and ideas – is the most common reason for international conflict.

In contrast to the first theory, the second theory holds that people are not naturally prone to conflict but are instead born peace-loving. They suggest that people are led to war against their will by powerful groups who profit from conflict, such as the arms industry.



Activity 1: Discussion Task

In groups, discuss the questions.

To what extent do these theories explain the presence of conflict in the world?

Which of the theories seems more plausible?

Causes of Wars

Conflicts often have multiple causes: a civil war may be the result of a revolution, for example. In most cases, people fight to change something or to defend their community from change they do not want. The principle causes of war are the following:

- **Economics:** Wars break out due to conflicts over resources.
- **Territory:** Nations go to war over territorial disputes.
- **Revolution:** Civil wars start as the result of revolutions which aim to topple governments.
- **Nationalism:** Wars are often a by-product of overzealous national pride.
- **Revenge:** Wars break out as an extension of prior conflicts.
- **Civil War:** Wars among factions within the same country occur for a number of reasons, be it dissatisfaction with the government or disputes over succession.

Activity 2: Research Task

Research the causes of the following wars.

War	Cause
the Spanish-American War	
WWI	
WWII	
the Russian Civil War	
the Spanish Civil War	
the Korean War	
the Gulf War	

THE EVOLUTION OF WAR

In the 1960s archaeologists discovered a 13,000-year-old cemetery at Jebel Sahaba along the Nile River in northern Sudan. Nearly half of the bodies buried there showed signs of violent death, mainly from arrows. Some researchers concluded from the find that war has always been a part of human history, but others noted that discoveries like Jebel Sahaba are rare, and suggested that large wars between groups of people did not emerge until states and armies developed, 5000 years after Jebel Sahaba.

Activity 3: Thinking Task

To what extent does the discovery at Jebel Sahaba serve as evidence that war has always been a part of human history?

Throughout history, war provided states with a range of benefits: it promoted loyalty among citizens, it gave opportunities to demonstrate bravery and earn glory, and a successful war could result in the acquisition of territory or other property and the defeat of rivals.



However, warfare came with costs, including the financial drain in maintaining permanent defenses such as walls and armies, and the risk of defeat. In fact, most ancient societies eventually met their end through military defeats and invasions.

Weapons and Technology

Military technologies advanced along with scientific knowledge, and often led scientific discovery. As weapons became more powerful and militaries advanced the "art" of warfare – training and strategy – the number of casualties in wars grew, as did the number of civilians killed in conflicts.

Arrows gave way to rocks launched from catapults around 400 BCE in China. Cavalries appeared after horses were bred that could support the weight of a person, allowing armies to move faster and farther. The discovery of gunpowder in China around 900 AD had a dramatic effect on warfare, making rifles, cannons, and the first bombs possible.

Until the 1800s, weapon technology was largely personal: one soldier attacking another with a gun, sword, or cannon. The same technologies of the Industrial Revolution that made locomotives and steamships possible created mechanised weapons like machine guns, tanks, submarines, and the first modern battleship: HMS Dreadnaught.



Alliances

In the final decades of the 1800s, all the major European powers anticipated that a large-scale war would break out eventually and began preparations. They stockpiled weapons and started **conscription** programs that required military service. The rivalry between Britain and Germany was particularly strong. Both formed alliances with other nations, guaranteeing that an attack on one member of the alliance would require all the other members to declare war on their behalf.

The rivalry led a thirty-year period of developing ever larger and more powerful weapons, especially in the size and number of warships. The **arms race** between the two sides made a large war inevitable. When war began in July 1914, the idea of war was popular: soldiers had been highly admired in European society, and others were eager to earn the same glory and respect. Many in Germany, Britain and allied states believed it would be over quickly and would be an opportunity to show bravery on the battlefield. However, the reality of the destruction of new weapons proved this belief to be tragically wrong.



The Great War – later dubbed World War I (WWI) – dragged on for four years. Governments needed to keep morale high and continuously recruit new volunteers to fight in the army, to replace the millions of soldiers killed or wounded on European battlefields.

Activity 4: Thinking Task

Look at the recruitment posters from WWI. What emotional reactions do the posters try to evoke?




Dein Vaterland ist in Gefahr
Melde Dich!
G. KAV. SCHÜTZEN DIV.
Freiwilligenannahme · Berlin · Nürnbergerstr 70-71
Bedingungen · Mobiles Gehalt · 5 Mk. tägl. Zulage · Feldverpflegung
freie Bekleidung u. Quartier · kurze Kündigungsfrist · Entlassungsgeld



Activity 5: Self-Assessment Questions

1. To what extent do you believe aggression and conflict are biological?
2. What is nationalism? How did it affect conflicts in the 20th century?
3. What are the main causes of war?
4. What effect did technological improvements had on warfare?
5. How did military alliances result in World War I?

Lesson 6: Diplomacy

- What was the League of Nations?
- What were some of the causes of WWII?
- What role does the UN play in keeping world peace?



Key Vocabulary

the League of Nations	dictator
the Great Depression	UN peacekeepers
fascism	

DIPLOMACY TO PREVENT CONFLICT

The **League of Nations** was established in 1920 at the initiative and leadership of the victorious Allied powers (Great Britain, France and United States) after the end of World War I. For the first time, industrial scale production of weapons led to death on a massive scale: nearly 40 million people were killed in the war. The horrific losses led to public demands that a diplomatic method be found to prevent the future suffering and destruction that had become an inescapable part of modern war.



So strong was the desire to avoid such a catastrophic war again, within months of the opening of the Paris Peace Conference in January 1919, unanimous agreement had been reached on the text of the Covenant of the League of Nations. The hope was that the Great War would be the "war to end all wars."

Failure of the League of Nations

There were many causes of World War II (1939-1945). The same system of alliances that led to the World War I, the collapse of the global economic system in the **Great Depression** of the 1930s, and the rise of fascist and/or authoritarian regimes in Germany, Italy, Japan, and the Soviet Union were major factors. **Fascism** is a political system characterised by extreme nationalism and racism where all power is held by a **dictator**. Fascist states sought to expand their countries through colonisation and military invasion.

A major cause of the war was the failure of the League of Nations to effectively control and restrain aggressive countries. In 1928, it attempted to outlaw war with an agreement signed by 60 member countries but took no action in 1931 when Japan invaded Mongolia. When the National Socialist party came to power in Germany in 1933 with Adolf Hitler as its leader, Germany withdrew from the League and began a six-year period of expansion and military buildup. Again, the League was powerless.



Activity 1: Research Task

The League of Nations failed to prevent WWII. However, it did mediate some international disputes successfully. Research one such dispute and complete the chart.

Which countries were involved?	
What was the dispute?	
How was the dispute resolved?	
Is the resolution still standing? Why or why not?	

World War II

After taking over Austria and Czechoslovakia in 1938 and 1939 without meeting any military resistance, Germany invaded Poland on September 1st, 1939. This finally caused Britain, France, and their allies to declare war on Germany, Italy, and Japan. This began the World War II, in which somewhere between 70 and 85 million people were killed.

The Second World War ended with the development of a frightening new weapon, the atomic bomb. It destroyed two Japanese cities – Hiroshima and Nagasaki – killing hundreds of thousands of people. After two world wars within thirty years, governments understood that the atomic bomb could make a possible third world war a threat to the survival of humanity.

Activity 2: Thinking Task

Why was WWII so devastating?



The United Nations



The United Nations was established in 1945 to replace the League of Nations, which had failed to prevent the World War II. Headquartered in the United States, in New York City, the UN has regional offices in many other countries such as in Switzerland, Austria, and Kenya.

The core function of the UN is the maintenance of peace and security around the world. Other important objectives of the organisation include developing friendly relations among nations based on respect for the principles of equal rights and achieving worldwide cooperation to solve international and humanitarian problems. The United Nations oversees many of the world's most important intergovernmental agencies, including the World Health Organization and the World Trade Organization.



Unlike its predecessor, the League of Nations, the UN can authorise the deployment of **UN peacekeepers** to prevent or stop war in areas with conflict. They monitor agreements and observe the development of peace measures. Peacekeepers are solders from the militaries of UN member countries with special blue helmets and other UN markings to clearly identify themselves in dangerous areas. They are required to remain neutral, the purpose of their presence being to promote peace, resulting in fewer military and civilian deaths in locations where they are deployed.

Activity 3: Discussion Task

In groups, discuss the questions.

- How did the League of Nations serve as an antecedent to the UN?
- To what extent is the UN effective as an international intergovernmental organisation?
- To what extent is the UN preventing a possible third world war?

Activity 4: Research Task

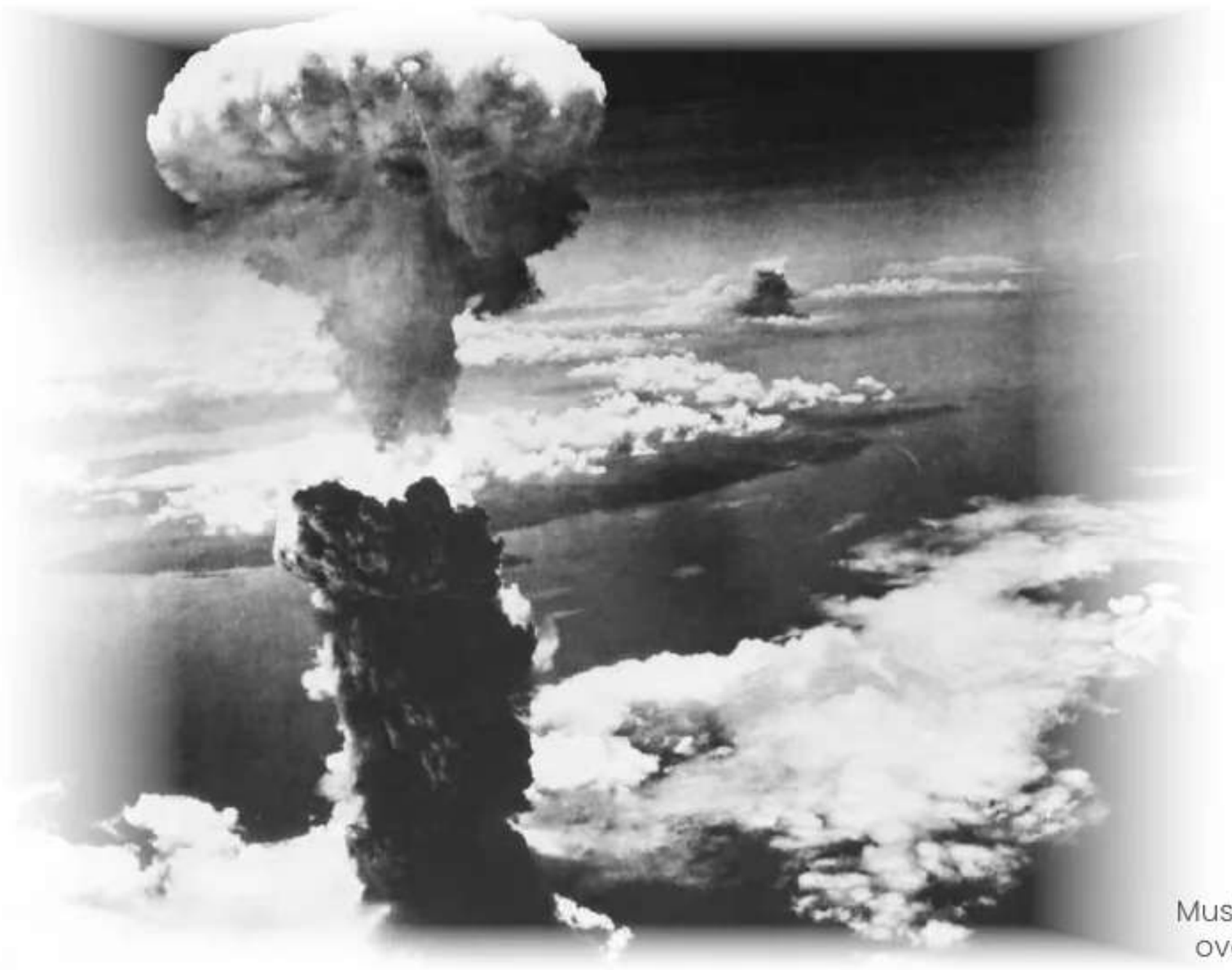
In which areas are the United Nations peacekeepers currently active?

Activity 5: Self-Assessment Questions

1. What was the League of Nations?
2. What were some of the major causes for WWII?
3. What role does the UN play in preventing conflict?

Lesson 7: Examine a Historical Event: Hiroshima and Nagasaki

- **Why did the US drop atomic bombs on Hiroshima and Nagasaki?**
- **What was the result of the bombings?**
- **Are nuclear weapons a threat today?**



Mushroom cloud over Nagasaki

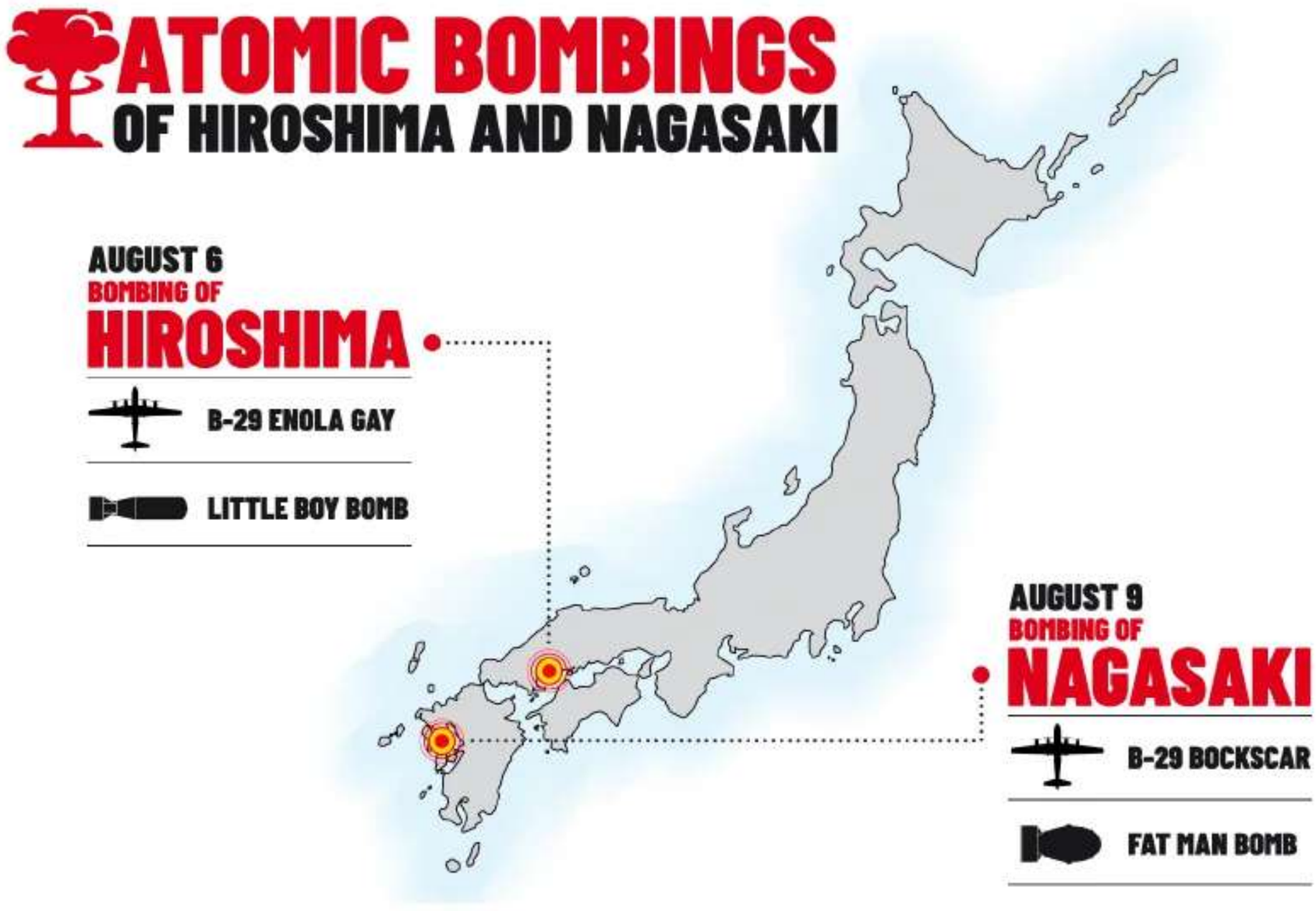
Key Vocabulary

Hiroshima	**non-aggression pact**
Nagasaki	**Fat Man**
Little Boy	**Cold War**
materiel	

Hiroshima and Nagasaki

The atomic destruction of the cities of **Hiroshima** and **Nagasaki**, Imperial Japan in August 1945 killed hundreds of thousands of civilians and caused radiation poisoning in hundreds of thousands of others. This was the only time that nuclear weapons have ever been used in combat in the history of humankind. The populations of the two cities were mostly civilian, not military. To this date, this act remains one of the most controversial decisions ever taken by the administration of a country in wartime. It is argued by many scholars that this destructive act was not required to end the war, whereas others believe it to have been absolutely necessary.

The first bomb was dropped on 6 August, then three days later, on 9 August, 1945, the United States dropped a more powerful plutonium bomb. More than 180,000 were killed or injured by the first bomb and up to 100,000 casualties were believed to have been caused by the second one.



Map of the 1945 atomic bombings

Opposition to the Bombings

There has been a lot of debate as to whether the U.S. had options other than dropping the atomic bombs. Some believe that a diplomatic alternative of ending the Pacific War should have been sought. Others suggest that before dropping the bombs on a populated city, the effects of the bombs should have been observed on an uninhabited island. They wrote in a letter to the government:

A demonstration of the new weapon may best be made... on the desert or a barren island. The best possible atmosphere for the achievement of an international agreement could be achieved if America would be able to say to the world, "You see what [a] weapon we had but did not use. We are ready to renounce its use in the future and to join other nations in working out adequate supervision of the use of this nuclear weapon". After such a demonstration the weapon could be used against Japan...

This advice, however, was not heeded.



Little Boy, dropped on Hiroshima

A high-ranking US Army general felt that the Japanese were ready to surrender, so there was no need to drop the bombs. He wrote:

Dropping the bomb was completely unnecessary… it was my belief that Japan was at the very moment seeking some way to surrender with a minimum loss of face.

General Dwight D. Eisenhower, Supreme Commander of Allied Forces in Western Europe

Another high-ranking official expressed the following:

It is my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender…

Admiral William D. Leahy, President Truman's Chief of Staff and Chief Military Advisor

A further argument that has been presented by historians is that Imperial Japan found itself in a terrible situation by 1945 with no access to necessary goods from abroad. For example, the sea blockade made it impossible for the empire to furnish itself with the essential **materiel** necessary to continue the war. The key element in supplying Imperial Japan's industrial infrastructure was the merchant fleet, which had been destroyed months before the dropping of the atomic bombs; no petroleum had entered the country after March 1945.

Finally, the looming threat from the Soviets is said by many to be a much more significant factor in the decision to surrender, as opposed to the atomic bombs. Initially, the Japanese and Soviets had signed a **non-aggression pact** in 1941. However, in 1945, after the defeat of Nazi Germany, the Soviet Union declared war on Japan and invaded Manchuria, a then puppet state of the Japanese Empire. The invasion happened on the same day the second atomic bomb was dropped by the Americans, though some historians argue that the latter was more instrumental in urging the Japanese to surrender unconditionally.

Support for the Bombings

It has been argued by some that the bombing prevented a very high casualty rate of American and Allied soldiers, President Harry S. Truman – the sitting president at the conclusion of the war and the one to sign off on the bombing – was advised that US casualties could ascend to a million men if a land invasion of the Japanese archipelago took place.

Some have argued that Imperial Japan was determined to force a military standoff in the hope they could inflict as many casualties as possible. This was due to the relocation of Japanese troops from other theaters of war in the attempt to meet the U.S. invasion with as much force as possible. Historians with this perspective advise that the use of the atomic bombs was necessary because Japan had little intention of surrendering because the Bushido code was instilled amongst its military making surrender unacceptable. In addition, Japan had a policy of total war, with women, children, and the elderly participating in the war effort, even to the extent of being used as combatants in the event of an invasion.



Fat Man, dropped on Nagasaki

Beyond projected military casualties on the Allied side, countless Japanese military and civilians would have perished in the invasion, as well. Some historians cite that the lives lost in the Hiroshima and Nagasaki bombings, despite being a tragedy, were substantially less than the death toll an invasion would have caused. Conversely, in March of 1945, the US had firebombed Tokyo, killing 100,000 civilians in one night; this was a greater number of deaths than Nagasaki and similarly a high death toll like at Hiroshima. Had atomic weapons not been employed to bomb the two cities, conventional firebombing would have likely killed a similar number of civilians, as had occurred in other cities. Continued firebombing over a longer period would have likely destroyed remaining infrastructure even further, potentially causing famine or other supply-chain problems post-war. Despite such destructive campaigns, the Japanese showed no sign of surrendering, even after the initial atomic bombing of Hiroshima.



A building that withstood the blast and is now part of the Hiroshima Peace Memorial

The expedited end to the war also freed countless people across Japanese-occupied areas who were forced into servitude or taken as prisoners of war, many of which faced torture or even execution. The Imperial Japanese had the practice of killing all POWs as enemy lines advanced on prison camps, so as the invasion progressed, everyone would have been executed and the camps abandoned.

A final point raised is that of the Soviet Union. As the USSR had simultaneously invaded Manchuria as the US bombed Nagasaki, the threat of the Soviets taking part of Japan was real. Some argue that the atomic bombs indeed convinced the Japanese to capitulate, thus allowing for an unconditional surrender to the US. This curtailed any possible Communist threat and avoided splitting Japan in two, as was the case with Germany, which spurred decades of tension during the **Cold War**, only to finally reunify in 1990. A similar fate struck the Korean Peninsula a few years later, a situation which has yet to be resolved, as it is still divided between an impoverished Communist North and prosperous Capitalist South.

In 1975, Emperor Hirohito, ruler of Japan from 1926-1989, stated:

It's very regrettable that nuclear bombs were dropped and I feel sorry for the citizens of Hiroshima but it couldn't be helped because that happened in wartime.

☑ Activity 1: Checkpoint

Complete the chart on the use of atomic bombs over Japan in WWII.

Points in favour	Points against



Activity 2: Discussion Point

In groups, discuss the questions.

- To what extent was the use of atomic weapons to bomb Japan justified?
- What other viable solutions should have been explored and/or implemented?
- To what extent has Japan had a successful future as a result of the outcome of WWII?
- Atomic weapons have not been used since WWII. Why? To what extent is nuclear war still a threat?

Activity 3: Self-Assessment Questions

1. What happened at Hiroshima and Nagasaki at the end of WWII?
2. How did victory in Japan come about for the Allies?
3. What role have atomic weapons played in warfare and politics starting with WWII?

Lesson 8: Term Project





Activity 1: Research Task

In groups, discuss the questions.

In pairs or groups, select a specific global problem or issue and research the main points of view. Create a ten-minute presentation about the problem/issue, emphasising the following themes:

- Principles of non-violence
- War and conflict
- UN diplomacy
- Relativism/ethnocentrism
- Intercultural communication

Provide both an analysis of the problem/issue, as well as possible solutions. All information should be sourced and cited accordingly.