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Grade 9

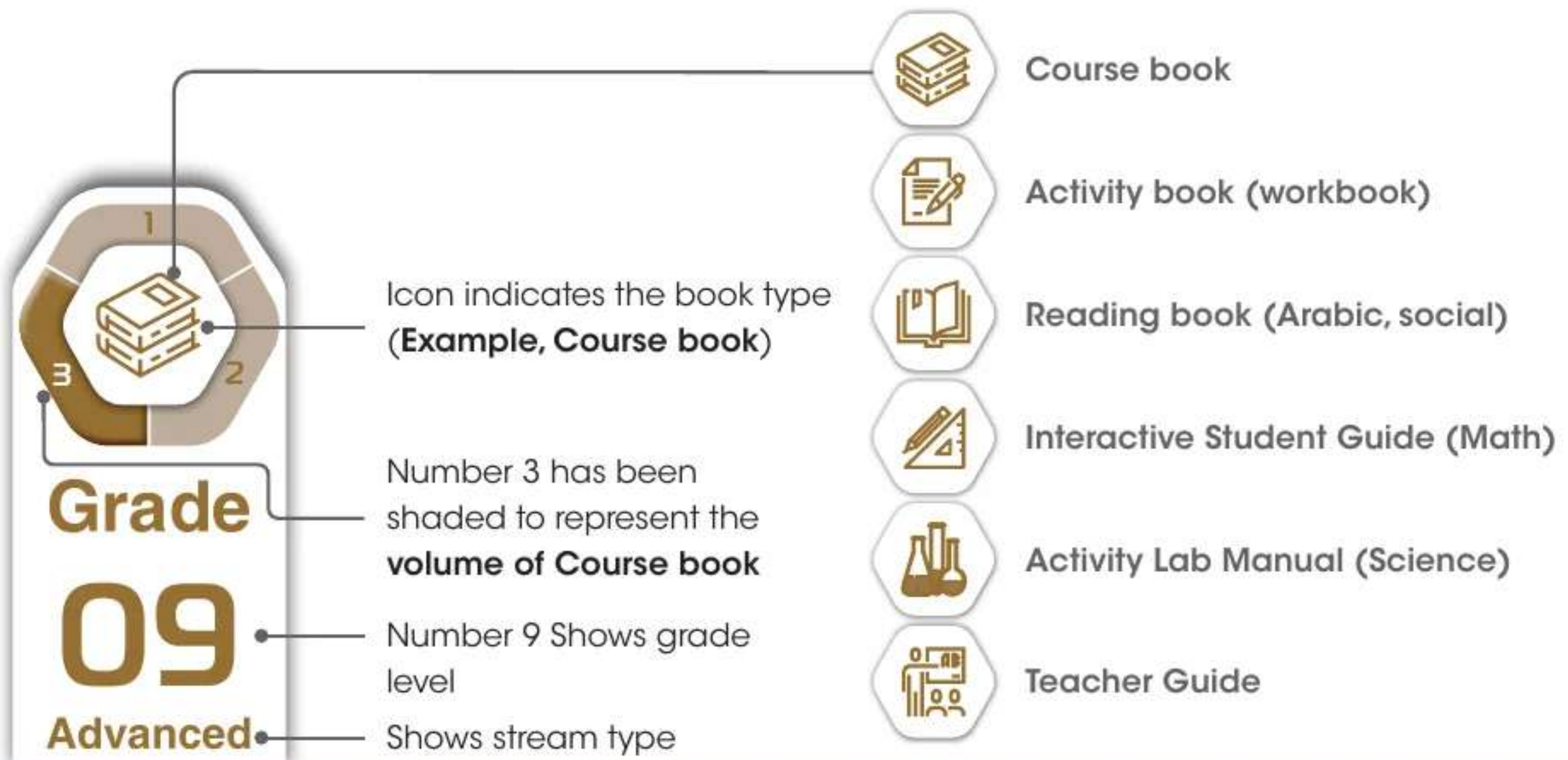
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Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

His Highness Sheikh Mohammed bin Zayed Al Nahyan

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Unit 8: Being an Active Citizen

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- **What can we do to become active citizens?**
- **How can we make a positive contribution to our communities and societies?**
- **How can we positively demonstrate leadership and good teamwork?**

Lesson 1: Civic Engagement

- **What does it mean to be an active citizen?**
- **What can a community do to develop civic engagement?**



Key Vocabulary

civic engagement

active citizen

well-being

shareholder

social welfare

Activity 1: Discussion Point

Read the definitions of the key vocabulary below, then discuss the questions that follow.

Civic engagement means working to make a positive difference in the civic life of our communities and developing knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes.

An **active citizen** is a person who is actively involved in his or her community on a local, national, or global level.

- a) What sort of things would an active citizen do in a community?
- b) What sort of things could someone do to demonstrate civic engagement?



✓ Activity 2: Checkpoint

Read the text about civic engagement and answer the questions.

Promoting Civic Engagement in the UAE

Civic engagement is crucial to building and strengthening a sense of identity and attachment to the nation. In a diverse and colourful society such as that of the UAE, encouraging civic engagement can strengthen the bond between the various communities and contribute to the growth of the city. In Europe, the US and some other Western societies, civil society is strong. Many individuals take an active role in their respective communities and see value in volunteering.

Here in the UAE, there is great potential to benefit from civic engagement, and people from all age groups can participate. For children, partaking in civic engagement activities can provide them with an opportunity to learn more about the UAE. Volunteering



can also contribute to their healthy growth, instill confidence and develop their leadership skills. Volunteer activities could include a trip by a children's choir to a nursery; kids painting pottery items that are donated to a cancer organisation or baking and selling cupcakes with all profits donated to a local charity.

As for young adults, civic engagement will provide them with the opportunity to interact and diversify their views beyond the boundaries of a defined, traditional education. It will also help them build confidence and better prepare them to face the 'real world'. Students can volunteer to work with people with disabilities, or at an

art museum, or help a non-profit organisation with its marketing. Society can also greatly benefit from senior citizens' experience. At the same time, older adults can pursue strength, structure, purpose, affiliation and growth as well as add meaning to their lives through civic engagement. Older adults can volunteer at a library, teach a local or foreign language, or help school children with art projects.

a) Do you agree that civic engagement can build attachment to the nation? How?

b) How can participating in civic engagement activities provide young people in the UAE with an opportunity to learn more about the UAE?

c) How can volunteering contribute to a young person's healthy growth, instil confidence and develop their leadership skills?

Activity 3: Action Task

Read the text, then look at the list of things in the table that an active citizen could do to contribute to their community. Rank them from 1 to 5 in order of importance. 1 being the least important and 5 being the most important.

Why Civic Engagement Matters

How clean would a community be if residents and businesses didn't take proper care of their rubbish? How safe would a community be if people didn't obey laws or report crime?

Some communities show a higher level of civic engagement than others. And in those communities where everyone is involved in defining and implementing public services and amenities, there is greater civic pride and responsibility. This in turn leads to stronger community well-being.

In the 1980s the non-profit organisation, the National Civic League, coined the phrase 'civic infrastructure' and created an index to describe and measure the essential elements of



community in which everyone has a role in decision-making and public problem-solving. The Civic League has worked to support civic engagement in American communities for 120 years. It believes that, through civic engagement, the many parts of a community — government, business, residents, non-profit agencies, and others — can work together to address public needs and desires. Whether it's economic development, safety, health, environmental quality or

other matters, civic leadership and community partnerships can lead to lasting solutions that represent the values and desires of each part of the community.

Great communities have at their core strong and inclusive civic engagement that makes the most of the ideas and talents of all members of the community to ensure the common good and create lasting health and prosperity.

Rank	Examples
	Cleaning up litter
	Obeying the speed limit
	Helping elderly neighbours
	Always recycling
	Volunteering

Activity 4: Action Task

Read the text about civic engagement, then in pairs, do the roleplay activity.

There are many different types of organisations involved in civic engagement. Some of these organisations have a mix of paid and volunteer staff, like most charities. Other organisations are much more loosely defined, like community groups, and can be composed entirely of volunteers.

Charities and Foundations

A charity is an organisation set up to help society in some way – whether it's helping certain groups nationally or internationally, promoting arts or sport, or helping the environment or animals. A charity's aims have to fall into categories which the law says are charitable – such as the prevention or relief of poverty, or the advancement of the arts, culture, heritage or science. It has to be established exclusively for what is known as public benefit. That means its only purpose must be charitable. Most importantly, all the money charities raise has to go back towards achieving their aims. A charity can't have owners or **shareholders** who benefit from it. Charities have to state what their charitable objectives are in order to be registered with the Charity Commission, and then explain how they are meeting them in their annual reports, which are publicly available.

Social Welfare Organisations

A **social welfare** organisation is a nonprofit organisation operated exclusively for the promotion of social welfare, and local associations of employees whose earnings are devoted to charitable, educational, or recreational purposes. An example of social welfare organisation is the Environmental Protection Agency (EPA).

Advocacy Groups

Advocacy groups use various forms of advocacy in order to influence public opinion and/or policy. They have played and continue to play an important part in the development of political and social systems. An example of an advocacy group is the World Wildlife Fund.

Think of a group you know that is involved in civic engagement. What have they done to promote civic engagement? Who benefited from their actions?

Role-Play: You and your friend both want to benefit from civic engagement. You are very passionate about the environment. Convince your friend that environmentalism is the best way for you both to be involved.

Activity 5: Thinking Task

Think of active citizens who you know. Who are they and what have they done to promote civic engagement? Who benefited from their actions? What led them to become active in the community? Tell your group about the active citizens you know.

Lesson 2: The Good Citizen

- How can you make a positive impact on your local community?
- What things can you do to be a good citizen?



Key Vocabulary

community

moral

ethical

discipline

social competence

civic competence

Activity 1: Writing Task

Write a short answer to each of the questions below. Discuss your answers with your partner. Then, share them with the class.

QUESTIONS	MY ANSWERS
Who is a part of your school community?	
What do you do to contribute to this community?	
Why is it important to be involved?	
What can you do to promote change in your school?	

Activity 2: Discussion Point

Read the text below, then in groups, debate the statements that follow.

Raising Good Citizens

Many parents hope their children will learn to be good citizens when they go to school, but parents have an important role, too. Good character is learned at home. A solid **moral** and **ethical** foundation supports the development of compassion, integrity, commitment, selflessness, and all of the other attributes that make someone a “good citizen”. Children need to be taught respect, responsibility and resourcefulness.

Teaching Respect

Respect for others is the basis of good citizenship. Instilling a respectful attitude in a child requires that **discipline**, when necessary, be delivered resolutely, yet calmly; that the child’s point of view be taken into account when making family decisions; and that parents’ actions be consistent with their words.

Teaching Responsibility

A community cannot thrive without citizens who are willing to ask – to paraphrase John F. Kennedy – not what the community can do for them, but what they can do for the community. Children acquire this sense of social responsibility if they are consistently expected to contribute to their families, and if they are not overindulged. Children who aren’t expected to perform daily chores are in danger of believing it’s possible to get something for nothing. This is not good for a child’s



healthy character development. The more productive a child is within the family, the more productive a citizen that child will become.

Teaching Resourcefulness

Children also need to learn how to be resourceful. You can help your children develop an “I can!” attitude by setting reasonably high goals and then providing the support and encouragement needed to reach those goals. A second aspect of resourcefulness is imagination. The more opportunities a child has for creative play, the stronger the child’s imagination becomes. Give your child plenty of opportunities for free play, and also see to it that the benefits are not cancelled out by too much television watching or video-game playing, which are inert and passive activities that do not encourage creativity. Remember, children don’t learn good citizenship skills from babysitters, electronic devices or otherwise, but from their parents. The best way for parents to teach students how to be good citizens is by being positive examples and inviting children to help them. Recycling, encouraging children to say “please” and “thank you,” talking about national issues and volunteering all promote good citizenship.

Schools have a part to play in raising good citizens. Do you think children today are being raised to be good citizens? Why?

✓ Activity 3: Checkpoint

Read the text about how they promote civic engagement in Europe and compare that to the UAE.

The state should play a vital role in the development of good citizens, primarily because the success of a state depends on good citizens. Similar to that of schools and parents, the onus is on the state to provide positive examples of good citizenship. Governments also need to heavily fund education and encourage more active citizenship.



In Europe, the pursuit of equity and social cohesion has been a growing priority over recent years at national and European level. Encouraging citizens, particularly young people, to actively participate in social and political life has been seen as one of the principal means to address these issues, and education has been identified as a major force in this respect.

Major policy documents, have recognised the importance of promoting active citizenship and, as a result, it has become one of the main objectives for education systems throughout Europe. Furthermore, the European reference framework on key competences for lifelong

learning proposed that young people should be helped to develop **social and civic competences**, defined in terms of knowledge, skills and attitudes, during their school education. This competence-based approach calls for new ways of organising teaching and learning in citizenship education.

In addition to this, the EU Youth Strategy 2010–2018 declared fostering active citizenship, social inclusion and solidarity among all young people as one of its main objectives. The Strategy includes several lines of action related to developing citizenship in both formal and non-formal educational activities, for example, ‘participation in civil society’ and ‘volunteering as a vehicle for social inclusion and citizenship’. In addition, in 2011, the year was designated as the European Year of Voluntary Activities Promoting Active Citizenship.

a) Compare the European initiative with what the UAE government is doing in regards to developing good citizens.

b) How do voluntary activities promote active citizenship?

Activity 4: Research Task

Read the text about civic morality. Then, research different volunteering organisations and complete the table below.

Civic Morality

‘Civic morality is a nobler virtue than individual morality’, observed a judge of the Supreme Court of India, Jasti Chalmeswar.

What exactly is civic morality?

Civic morality or civic virtue is when a citizen does an act of goodness for the whole community as opposed to doing it for themselves.

An individual may exhibit civic virtue by volunteering, organising a book group, or



doing jury duty. In general terms, the individual recognises himself as a member of a larger social fabric and, therefore, considers social problems to be at least partly his own. Such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.

One volunteer group, Habitat for Humanity Lebanon (HFHL) is a Civil Company not for profit. It demonstrates the concept of civic virtue. The mission of HFHL is to create a world where everyone has a decent place to live. It strives to fulfill its mission by building, rebuilding, renovating and rehabilitating houses through partnership models to reach the families in need of housing services across Lebanon. Through these efforts, HFH Lebanon has assisted over 4,600 families—more than 20,700 Lebanese—to transform their war-damaged, decrepit, incomplete, or otherwise inadequate shelters into healthy, dignified homes where they can feel secure.

Volunteering Organisation	Mission	Activities
Mawalif		
Takatof		
Red Crescent		
Human Appeal Int.		

Activity 5: Discussion Point

Read the quotes about citizenship and good citizens. Choose one and discuss with a partner what you think the quote means. Share your ideas with the class.

"Citizenship consists in the service of the country"

– Jawaharlal Nehru, the first Prime Minister of India (1889–1964)

"I think it's easier than ever to hear only what you want to hear. That doesn't make a good citizen."

– Eli Pariser, entrepreneur (1980–)

"Ants are good citizens: they place group interests first"

– Clarence Day, author, (1874–1935)



"Every good citizen makes his country's honour his own"

– Andrew Jackson, seventh President of the US (1767–1845)

Activity 6: Thinking Task

List three things that you do that make you a good citizen. Then, list three things you can do to make you a better citizen.

Things I do that make me a good citizen	Things I could do better to be a better citizen

Lesson 3: The Good Citizens in My Country

- What qualities does a good citizen have?
- Who are some good citizens in the UAE?



Key Vocabulary

honourable

diligence

perseverance

favouritism

harmony

Activity 1: Thinking Task

What do you think it means to be a good citizen? Discuss with your partner. Use the table below to help you.

An Emirati citizen has duties and responsibilities towards...	And these duties and responsibilities are...
...his or her family	...to provide a safe and honourable life
...his or her community	...to behave with good ethics and favourable manners
...his or her country	...to be loyal to the nation ...to observe the laws ...to work towards the advancement and prosperity of the nation

✓ Activity 2: Checkpoint

A good Emirati citizen has responsibilities relating to general ethics and conduct. Read about these responsibilities, then, answer the questions that follow.

General Ethics and Conducts of a Good Emirati Citizen

The first duty of a good Emirati citizen is to abide by good ethics and conduct. This means being honest and **honourable** in daily dealings. It also means having good manners, respecting public taste and having civilised values. In the face of hardship, a good citizen is patient and mild tempered, and observes religion and tolerance when dealing with people.

The next duty is to be faithful to Islamic values and religious tolerance. This means abiding by Islamic values and principles, while also respecting other religions. A good citizen avoids extremism and extravagance.

A good citizen should also embrace the customs and traditions of the UAE. This means applying these customs and traditions in daily life, and blending them into all interactions and dealings with others. It also means representing Emirati customs and traditions with respect to people of other nationalities.



The fourth duty of a good Emirati citizen is **diligence** and **perseverance**. This means always aiming for brilliance and high standards, knowing that success comes from continued effort and hard work.

The next duty is innovation and leadership. A good citizen aims for creativity and innovation in different aspects of daily life, including work. It is also important to continually develop skills that enhance creativity and leadership, while also keeping up with developments in different fields.

A good citizen also works earnestly and diligently to achieve personal goals, aiming for continuous education, improvement and learning. It is also important, however, to achieve balance between psychological and physical health, because this is to the benefit both of the individual and the community. It is important, too, to achieve balance between work and family, giving each the attention it needs. When abroad, a good citizen behaves well, observing laws, customs and traditions of the host country, being careful to represent the UAE in a positive way.

- a) The article identifies seven different areas of duty or responsibility that UAE citizens must meet. Is this asking too much of people?
- b) Which of the duties and responsibilities are most applicable to young people and students?

Activity 3: Discussion Point

What makes a good citizen vary from one country to another? Read an extract of an interview of an Emirati postgraduate student in a Canadian university talking about duties towards family and community. Then, discuss the questions with your partner.

INTERVIEWER: Tell us about duties relating to the family unit. What must a 'good citizen' do?

STUDENT: The family has a big role in Emirati society. The first obligation is to nurture your family so it is united, harmonious and contributes to the community.

INTERVIEWER: In what way?

STUDENT: Parents must educate their children, ensuring they understand the bond between family and community. Parents also have a duty to teach children about Islamic values and good ethics, as well as general Emirati customs and traditions. We want people to feel patriotic and proud of their nation. Parents explain to children they have a duty to make sacrifices to benefit their country.

INTERVIEWER: And does a 'good citizen' have duties within the family unit too?

STUDENT: Oh, yes. Within the family unit, children are taught to respect their parents, their siblings and other relatives. They are taught to trust and be honest with one another.

INTERVIEWER: And what about other members of the community?

STUDENT: As a good Emirati citizen, you have important responsibilities when dealing with others within the community. For example, you must respect everyone, irrespective of their status or background. You must respect other cultures within the community, never discriminating or showing favouritism. The principle of equal opportunity is really important in Emirati society.

INTERVIEWER: And what about a good Emirati citizen's duties to the broader Emirati society?

STUDENT: Well, every citizen should feel a sense of social responsibility... almost as if we have a debt that we must repay to society. So you should do voluntary and charitable work, and you should do what you can to promote community harmony. Everyone has a duty to do whatever they can to help the less fortunate, such as the disabled, orphans, elderly and the poor.

In the discussion, the Emirati student outlines responsibilities relating to family, community and society. How do you think most Emirati citizens perform in each of these categories?

Choose one to discuss in your group and share your thoughts with the class.



Activity 4: Writing Task

Now that you've learned about what makes a good citizen in the UAE, let's describe an actual one. Write a profile of a good citizen in the UAE. It can be a real person that you know or a fictional one.

[illegible]

Lesson 4: Developing My Competencies in Civic Engagement (1)

- What are the necessary competencies for effective civic engagement?
- How can you make a positive difference in your local community?



Key Vocabulary

convention

mobilise

quality

civic responsibility

social responsibility

provision

Activity 1: Action Task

A good Emirati citizen has duties and responsibilities in many different areas and aspects of life. These include general ethics and conduct, family and community. Give yourself a mark out of 10 for each category. Note what you do well and what you could do better.

	Mark /10	What I do well	What I could do better
General Ethics and Conduct			
Family			
Community			

Activity 2: Checkpoint

Read the text and answer the questions that follow.

‘Know your community to contribute better’

Knowing your community and the country is key to giving something back, according to a Pakistani documentary filmmaker, who was addressing the Pakistan Youth **Convention** in Dubai. Urging young people to find ways to contribute to society both in Pakistan and the UAE, she said, “unless you empathise with people, you can’t help them. Unless you know the people and understand their situations, you won’t know how to help them. You will only be making assumptions about their needs.”

He said that you don't need a lot of money to help others, but can contribute by devoting time, energy and skills, as well as **mobilising** support for the right causes. One way to contribute, she said, is to connect with the local Pakistani communities in the UAE and try to understand their needs. "There are people from different social economic backgrounds who don't mix with each other easily. As residents, you can reach out to them. You can reach out to these people through events that they enjoy, such as cricket and other sports. This will bring people together. Once they are together, more social work can be done," said Fatima.



a) How can "mobilising support" help a cause?

b) How can someone connect with a community?

c) In what way can "more social work... be done" when the people of a community are together?

Activity 3: Discussion Point

Read the text about how a community came together to help one of its less fortunate members. Then discuss the question below in your groups.

‘Every Door on the Street’

Community togetherness can turn a tragic story into an inspirational one. This is a story about how a community, moved by humanity and compassion, came together to help one of its less fortunate members.

A terrible traffic accident had left a 9-year-old girl unable to walk. It was tough to watch this once-active child unable to do the things she once took for granted. It was tough, too, to see her family struggling to adapt.



Caring for the girl was now a full-time occupation. Her mother was happy to take on the role, of course. However, there were three other children to look after, too, so the father had to switch to part-time work. This put the family under financial pressure. They had some savings, but these were soon spent on medical bills and therapy for their daughter.

The most heartbreaking thing for the girl’s parents was watching her struggle to move around her own home. Their small suburban house was not wheelchair accessible – and they lacked the finances to make the necessary alterations. Due to narrow doorways, steps and stairs, the young girl was unable to move from room to room. Even using the bathroom was difficult. The family were too proud to ask for help, but they did not have to. Aware of the family’s difficulties, an elderly neighbour decided to help. He knocked on every door on the street, explaining the situation. Not one person refused to help. Three

days later, the house was fully wheelchair accessible – ramps were fitted, doors were widened and electric wheelchair was fitted. Some people gave their time and skills, others gave money. One small community came together to help one small girl in a wonderful and inspiring case of community engagement.

How do you think active citizenship or civic engagement projects are usually adopted or initiated? Do you think the way it happened in this story is normal or typical?



Activity 4: Thinking Task

Read the text about active citizenship in the UAE. Discuss the questions with your partner. Then, share your thoughts with the class.

'Get Involved for Change'

It's easy to pass judgement on what goes on around us but if you really want to change things you need to get involved. While the UAE has been identified as the world's largest donor of development aid, relative to its national income, a study conducted by Abu Dhabi's Al Bayt Mitwahid Association a few years ago, found that only 25 per cent of young Emiratis rated '**civic or social responsibility**' as one of their top three values.

By making 2017 the Year of Giving in the UAE, the government placed charity and volunteering at the heart of what it means to be a good citizen today. Helping the elderly or disabled or using our skills to mentor and guide others are great examples of active citizenship and community engagement.

There is also a new breed of active citizen. Social philanthropists and entrepreneurs are citizens who contribute not only their money but, crucially, their time, knowledge and skills to give back. The non-profit organisation Team1971, which was established to encourage young Emiratis to give back to local communities is a good example. In 2011, when founders saw how a tweet regarding the litter following UAE's 40th National Day celebrations in 2011, led to a huge spontaneous clean-up which attracted people



from all walks of life, they set up Team1971. Since then, the group has engaged in projects with the elderly, labour workers and cancer patients bringing neighbours and communities together across the UAE. The Book Joint, an electronic moving library for patients across hospitals is one such project. Often, people still confuse their work for charity, and Bin Hendi is keen to change this perception. "This isn't charity. This is social work; awareness, community service."

a) Do you think that what social columnist and blogger Khalid Al Ameri says is true? Is this a good thing? Why?

b) What is the benefit of individuals setting up projects that help the community?

c) Can you think of something you and your classmates could do?

Activity 5: Action Task

Read the text about cooperation and answer the questions that follow.

‘Co-operating to build a better future’

Most of the issues facing our society are complicated and they require complex solutions with numerous government departments and organisations working together. The improvement of income levels, one of the UAE’s stated goals for 2030, is a good example.

The first part of this initiative is the **provision** of high-quality education and a healthy job market to ensure citizens and residents can earn a decent living. In the UAE the budget for education is huge; in 2016, 21.2% of the federal budget (AED 10.28b) went to fund education. The Ministry of Education



has developed the Education 2020 strategy, a series of five-year education plans aimed at developing a State of the Art education system. To this end, various initiatives have been launched such as School Leadership Development Project and School Health Education Project.

Laws ensure that children must start school at 6 and remain there until they have completed Grade 12 or are aged 18. The UAE Government also passed a law in 2006 protecting the rights of people with special needs to access education. Students with special needs are entitled to enrol in any school, without exception.

Social support is another part of the solution to this problem and the Ministry of Community Development provides assistance to families and individuals unable to provide sufficient income for themselves. Other entities also offer various types of support such as the Zakat Fund which disperses zakat (alms) to people in need, the Marriage Fund which organises mass marriages and disperses marriage grants and the Sheikh Zayed Housing Programme which provides

housing and land.

Financing businesses is another way of helping people increase their income levels and in 2007 the Khalifa Fund for Enterprise Development was set up to help develop local businesses and support entrepreneurs. The fund has several outreach programmes such as the Al Radda programme which, in collaboration with the Abu Dhabi police, aims to support Emirati prison inmates in entering the business sector and reintegrating into society after serving their sentences.

a) Were you surprised at how many elements there were to finding a solution to lower income people? Which initiative surprised you the most?

b) Can you think of other things that need to be done that may not be mentioned in the text?

c) Choose another problem facing the UAE such as climate change, the changing world of technology, the preservation of our national heritage and outline a strategy to solve the problem. Think about what kind of organisation might be involved and how you might mobilise volunteers to help your project.

Activity 6: Writing Task

How could you personally make a positive difference either to your local community or wider society? Think of an issue and write a few paragraphs on what you could do to help solve it.



Lesson 5: Developing my Competencies in Civic Engagement (2)

- How can you improve civic engagement in your local community?
- What role can young people play in promoting justice?



دبي العطاء
Dubai Cares

Key Vocabulary

socially marginalised

economically marginalised

philanthropy

justice

internally displaced

Activity 1: Thinking Task

Think again about civil engagement. Do you remember the definition?
Write it below.

Activity 2: Action Task

Consider your own community. Is there a high level of civic engagement in your community? Could it be improved?
Make a list of four things that could be done to improve civic engagement and active citizenship within your community.

Recommendations	
1	
2	
3	
4	

✓ Activity 3: Checkpoint

Read the article “A True Leader within the Community” and answer the questions that follow.

The people of Sukumbasi Tole, a village in Nepal, are culturally, **socially and economically marginalised**. Nonetheless, with the help of The UAE-based **philanthropic** organisation Dubai Cares (which works to provide children in developing countries with access to education), they are bringing great opportunities to their children through education.

One 14-year-old student, Suraj, has shown dedication, power, and strength to change the future of his village through education. His father is away working in India, surviving on a meagre salary and sending as much money home as possible, so Suraj has had to become the leader of the family. Currently, the family is rebuilding their home, which means they have no shelter and are sleeping outside.

Despite these challenges, Suraj is a leader within his community. He is the Chairperson of the Children’s Club at his school. One of the Club’s current projects is to educate community members on the importance of latrines. Assisted by his teachers, Suraj and seven other classmates are showing people the health dangers of not using latrines. Suraj is also involved in the construction of the first proper school structure in his village. Now that the school year is over, Suraj spends every day on the worksite doing various jobs – digging the foundation, carrying sand and rocks, and filtering sand. Despite his small size and young age, he makes a huge contribution to the construction of the school. “If I study, I can be a successful person in the future,” he says. Despite his young age, Suraj understands that education is the key to his future. His goal is to become either a doctor or an engineer.

The Work of Dubai Cares

Dubai Cares supported the establishment of 220 libraries and the publishing of 5 local language titles/books, of which 336,000 copies have been printed and distributed. In partnership with BuildOn, Dubai Cares is directly benefitting 2,100 primary school age children in 14 schools, and 1,200 illiterate women from indigenous rural communities. Activities also benefit 5,000 adults, teachers, and officials (600 unique volunteers per school project, project leadership teams, teachers, officials).

a) Can you identify any examples of leadership in the article?

b) Can you identify any examples of teamwork in the article?

c) Is this a good example of civic engagement? Why?

d) Research the work of Dubai Cares. Identify some other civic engagement projects it is involved in?

Activity 4: Discussion Task

Read about the encouragement of the United Nations for this type of civic engagement from young people, then discuss the question in your groups.

Young people are often severely affected by humanitarian disasters. However, young people are also very often active in the responses to these disasters.

New Youth Compact to Reshape Humanitarian Work

The first World Humanitarian Summit convened by [the then] UN Secretary-General, Mr. Ban Ki-Moon and hosted by the Government of Turkey, which took place on 23–24 May 2016 in Istanbul, saw a strong emphasis on the urgent need to address the needs and safeguard the rights of young people and engage them in humanitarian response efforts.

One of the official Special Sessions of the Summit focused on the theme of “Transforming Humanitarian Action with and for Youth” and culminated in the launching of the new Compact for Young People in Humanitarian Action. The Secretary-General’s Envoy on Youth moderated the Session, and highlighted the compact’s five key actions which focus on the improving and upscaling service delivery for young people in humanitarian settings, the engagement of youth in humanitarian response, their capacity building – especially at the local level. He stressed

that if implemented the compact will transform the humanitarian work with and for young people. All partners involved in the preparations of the Special Session through the WHS Advisory Group on Youth, which included numerous UN System entities, youth organisations and networks, including the UN Major Group for Children and Youth, committed to the compact's implementation. The Envoy expressed that he was extremely pleased with the strong turn out and high-level and diverse multistakeholder representation during the event: "I want to congratulate all our partners in the youth sector and encourage everyone to urgently move towards implementing this ground-breaking compact. I also commit to continue mobilizing international support for the role of youth in peace building and humanitarian response. The Compact states that the participants will work to "ensure that the priorities, needs and rights of young women and young men, girls and boys affected by disaster, conflict, forced displacement and other humanitarian crises, are addressed, and that they are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action." Action 3 of the Compact states that participants "Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors in prevention, preparedness, response and recovery, and empower and support local youth-led initiatives and organizations in humanitarian response, such as those targeting affected youth, including young refugees and **internally displaced** persons living in informal urban settlements and slums."



How could you (as a young person) help to respond to the plight of young people during a humanitarian disaster?

Activity 5: Action Task

Read the article below. Then, in your groups, complete the role-play activity.

Young people have an important role to play in promoting justice and equality throughout the world. The UN Sustainable Development Goals (SDGs) provide a framework for tackling these issues.

Youth and the SDGs

The Millennium Development Goals (MDGs) 2000–2015 In 2000, the United Nations issued the Millennium Development Goals; to focus international development efforts around 8 key issues for a period of 15 years (2000–2015). The Millennium



Development Goals provided one of the most important and most successful global agreements where governments, NGOs and business came together to fight poverty, hunger and other key global issues. But... much still remains to be done! Hence, a new set of Goals are now in place, called the Sustainable Development Goals (SDGs). These 17 Goals will span a further 15 years: taking us from 2015–2030. World Leaders have committed to 17 Global Goals – or Sustainable Development Goals (SDGs) – to achieve three extraordinary things in the next 15 years: end extreme poverty; fight inequality and injustice; fix climate change. The Global Goals for Sustainable Development could get these things done in all countries for all people. So, no one gets left behind.

Young people have been described as the ‘torch bearers’ by United Nations leaders and that they have a central role to play in the

successful implementation of the Goals. Consider these statistics:

- 90% of the world's youth live in developing (poorer) countries.
- There are 1.8 billion young people – aged 10 to 24.
- There are close to 500 million youth aged 15 to 24 living on less than \$2 a day.
- Of the 8.4 million votes in the My World Survey, 56% were submitted by 16–30 year olds.

The Sustainable Development Goals provide an unprecedented opportunity for young people to learn about and take action on issues in society and the world. Young people should be able to undertake their own youth-led campaigns and to collaborate with others to get their views across. An enabling environment is required to make this a reality.

Role-play a scenario showing how young people could get involved in your assigned SDG.

"Yours is not only the largest generation of young people the world has ever known. You are also the first generation that can end poverty. And you are also the last generation that can avoid the worst impacts of climate change. The world needs you to step up this year and beyond – for people and the planet"

Ban Ki-moon

✓ Activity 6: Checkpoint

Read the article, then answer the questions below.

One of the SDGs is to take climate action. Ban Ki-Moon pointed out that young people are “the last generation that can avoid the worst impacts of climate change”. Actions that young people take now can ensure a sustainable future for the generations that will follow.

Climate change to be taught in all UAE schools



Dubai: Awareness of climate change and how to help save the environment will soon be taught in classrooms across the UAE, authorities announced in December 2017.

Under plans to tweak school curricula to include learning on

sustainability, school children will also be shown how to take energy-saving measures. These include school children of all ages, including in private sector schools, learning the importance of turning off lights and air-conditioning when not in use, and how to use less water.

Each pupil will also be encouraged to spread the message to their family and friends. One of these initiatives, called Sustainable Schools, is an extension of a programme that started in Abu Dhabi in 2009.

“Now, we’re going to roll it out and apply it in the rest of the schools in the whole of the UAE,” said Thani Ahmad Al Zeyoudi, Minister of Climate Change and Environment. The sustainable curriculum will be applied across several subjects, such as economics and science. A group of government and private schools across the country will be part of a pilot scheme that will start next year, Al Zeyoudi said.

If successful, all schools across the country will adopt the initiatives.

School children will also be taught about the UAE's efforts to combat climate change, such as the Paris Agreement, which it signed in April along with 192 other states. "Our Generations is a leading initiative," the Minister told Gulf News, "and an integrated educational programme that is designed to provide students with ample opportunities to have a strong environmental consciousness and eco-friendly culture as well as to participate in practical environmental activities. The initiative also aims to raise awareness about the fundamental factors that cause environmental problems, and to equip students with positive attitudes towards their environment since childhood. "The Ministry works to educate the young generation about the ongoing efforts at local and global levels to combat climate change issues and the concrete steps taken by the nation and the global community such as the UAE's Green Agenda and Paris Agreement," he elaborated.

If both pilot initiatives succeed, they will be adopted in all schools in the UAE.

One of the aims of our generation is to make young people aware of their carbon footprint. What steps can students in your school take to reduce their carbon footprint and set an example of environmental responsibility for the rest of the local community?

✓ **Activity 7: Checkpoint**

Civic engagement involves taking individual and collective actions to address public concerns. From what you've learned in this lesson, try to identify five simple actions that you can take to become a more engaged citizen.

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



Unit 9: The UAE in the 21st Century

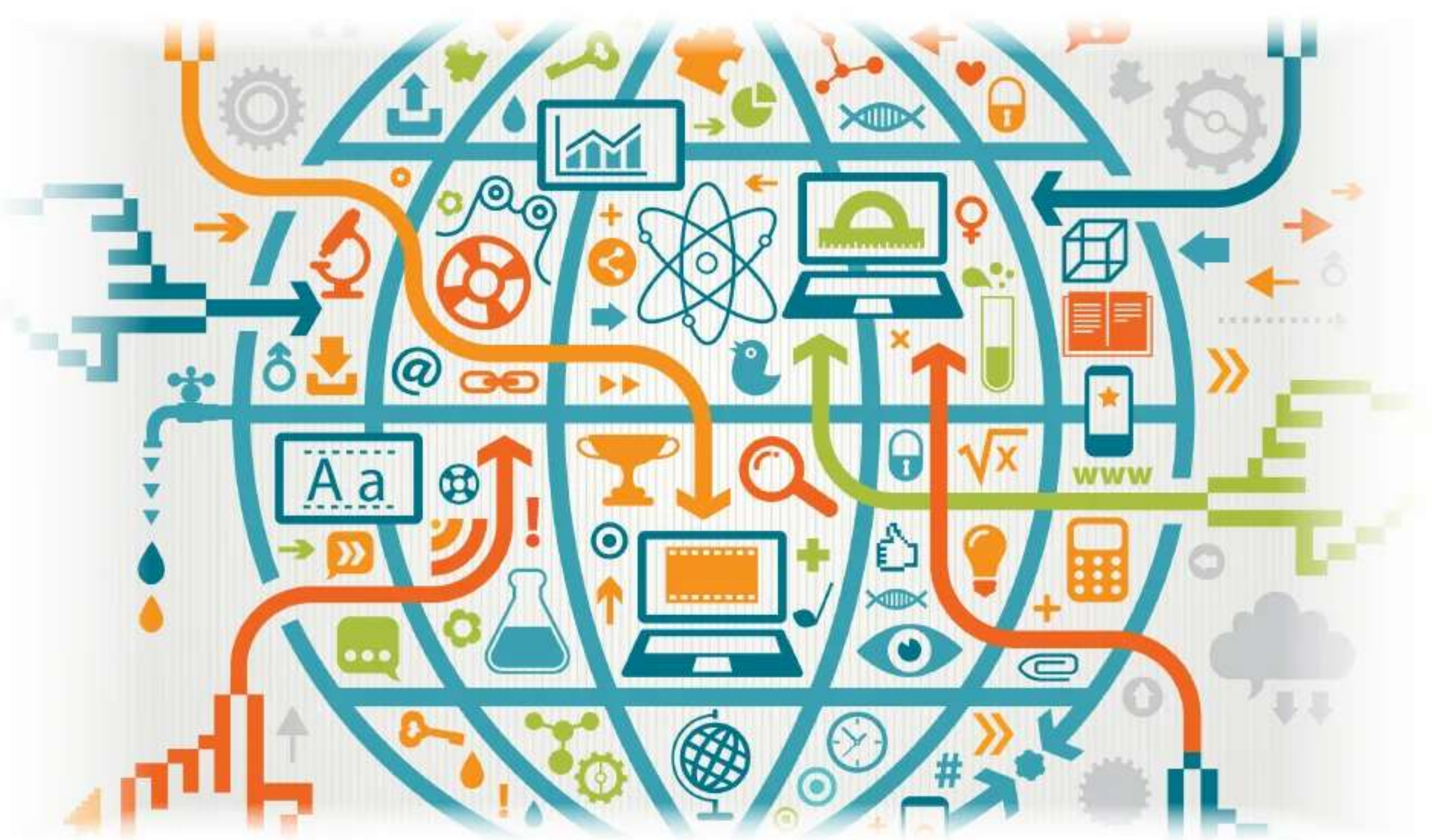
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- **How can individuals in the UAE contribute to the development and success of the country?**
- **What are the benefits of transitioning into a knowledge economy?**
- **What are the challenges of transitioning into a knowledge-based economy?**

Lesson 1: Transition to the Knowledge Economy

- What do you think the UAE economy will be like in 100 years?
- Do you think there will be many innovations in the near future?



Key Vocabulary

commercial capital

foreign investment

ambition

invention

artificial intelligence

Activity 1: Thinking Task

Think about what the world will be like in the year 2100. In the table below, make some predictions about what you think each category will be like.

Theme	Your Prediction
Medicine & Health	
Energy	
Transportation	
Communication	
Food	
Manufacturing industry	
Environment	

Activity 2: Research Task

Read the information below about the UAE Vision 2021. Then, in your groups, gather information about other initiatives in the UAE for empowering the competitive knowledge economy and complete the table.

The Knowledge Economy

The UAE Vision 2021 National Agenda aimed for the UAE to achieve the following initiatives.

 Share of "Knowledge Workers" in the Labor Force 36.75% (2019 Report)	 Global Entrepreneurship Indicator Rank 4 (2020 Report)	 Research and Development Expenditure as % of GDP 1.3% (2020 Report)
 SME Contribution to Non-Oil GDP 53% (2018 Report)	 Net Inflow of Foreign Direct Investment as % of GDP 3.3% (2019 Report)	 Gross National Income (GNI) per Capita Rank 6 (2019 Report)
 Ease of Doing Business Index Rank 16 (2020 Report)	 Emiratization Rate in the Private Sector 3.64% (2019 Report)	 Share of UAE Nationals in the Workforce 7.62% (2019 Report)
 Global Competitiveness Index Rank 25 (2020 Report)	 Non-Oil Real GDP Growth 1% (2019 Report)	 Global Innovation Index Rank 34 (2020 Report)

It focused on the UAE becoming the economic, touristic and **commercial capital** for millions of people. It strived to achieve a knowledge-based economy, promoting innovation and research and development, strengthening the regulatory framework for key sectors, and encouraging high value-adding sectors. All of these activities aimed to improve the country's business environment and increase its attractiveness to **foreign investment**.

Initiative	Year	Field	Objective	Outcomes

The National Agenda also aimed for the UAE to be among the best in the world in entrepreneurship as this plays a key role in unlocking the potential of nationals and enables them to be a driving force of the UAE's economic development through small and medium enterprises in the private sector. Furthermore, the Agenda strived to instil an entrepreneurial culture in schools and universities to foster generations endowed with leadership, creativity, responsibility and **ambition**.

✓ **Activity 3: Checkpoint**

According to the UAE Vision 2021, the National Agenda sought to promote which of the following? Circle the correct answer.

- a) Promote the level of income in the UAE to be among the world's highest
- b) Lessen the role of tourism in the UAE economy
- c) Promote entrepreneurship to be among the highest in the world
- d) Promote innovation, research and development

Activity 4: Action Task

Discuss an area in which the innovation, new inventions or services may improve the daily lives of people. Fill in your choice for each of the categories and provide a reason.

Medicine	Food Production	Transportation

Activity 5: Action Task

In the space provided, draw an **invention** or service that may be developed to help people in their daily lives. Write notes to explain.

Activity 6: Writing Task

Read the short text below and answer the questions.

The UAE Vision for 2021 prioritised the development of knowledge economy workforce. It was reported in 2019 that across all sectors, UAE nationals occupied 7.62% of jobs and that the jobs were mostly from the first five competency levels, entrepreneurs, military and police force (Share Of UAE Nationals In The Workforce, Ministry of Human Resources and Emiratisation, 2019). Developing a knowledge economy workforce meant creating knowledge economy jobs. Jobs in the knowledge economy include legislators, managers, business executives, and specialists and technicians in the scientific, technical and humanitarian areas.

a) Why is Emiratisation an important part of the national economic expansion plan? Write 25–50 words.

b) What role does education have in fulfilling the plan for Emiratisation? How would education allow Emiratis to prepare for employment as entrepreneurs and other professions? Write 25–50 words.

Activity 7: Writing Task

Read the short text below about gender equality. Then, explain how the indicators below show that the UAE is achieving gender quality.

Gender equality is an important goal in the UAE because it is an indicator of social progress and stability. Most experts agree that there are five indicators for gender equality: power distributed by gender, women's participation in society and governance, similar female and male mean years of schooling, number of lower chamber female legislators, and number of elected women in the cabinet. Over the past 50 years, the UAE has achieved several milestones in achieving gender equality in the country.

2004: The UAE became a signatory to the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

2008: The UAE had its first female judge.

2014: The Khawla bint Al Azwar Military School opened as the region's first military college for women providing state-of-the-art military training, physical fitness sessions, and leadership development.

2020: 23 Emirati women on the Forbes' 100 Most Powerful Arab Businesswomen list with the UAE having the highest number overall.

2020: 50% of the Federal National Council (FNC) members were women.

2020: 9 women held UAE Cabinet Appointments.

2020: 10% of all private sector business owners in the UAE were women.

2020: Women accounted for 56% of UAE government university graduates in science, technology, engineering and mathematics (STEM).

Activity 8: Discussion Task

Read the short text about ATMs and human bank tellers. Then, review the situations in the table and discuss whether you should use an ATM or a human bank teller.

Dilemma: Which is better? A human bank teller or an ATM machine?

Artificial intelligence (AI) is behind the creation of Automated Teller Machines (ATMS). ATMS are found in all of your major malls, at bank branches, at your neighbourhood gas station and many other places. Before the invention of ATMS in the late 1960s and their spread during the 1970s and 1980s, all cash withdrawals, deposits and other bank transactions were done in person by going to a human bank cashier or teller at the bank. A surprising fact is that between the 1970s and 2010, the number of human bank cashiers in the United States increased from 300,000 to 600,000 during the same time that ATMS were introduced. It was though because banks needed fewer human tellers at each bank, they could then afford to open more neighbourhood branches with a few human tellers and ATMS. ATMs now allow individuals to make simple withdrawals of cash and deposits automatically.



Situation	Human Bank Teller	ATM Machine
A customer wants to open a new savings account for his children.		
A customer needs to withdraw 100 AED from his bank account.		
A blind customer needs to transfer funds to a relative's bank account.		
A customer wants to check her bank balance.		
A customer believes an error in charges was made on his account.		

Activity 9: Research Task

The UAE vision for 2021 prioritised the development of the knowledge economy workforce. Look up institutions such as universities and colleges which offer programs in knowledge economy jobs.

Fill in the table with your results.

Name of college, university or institute	Program of study or degree offered	Does this program appeal to you and why?

Activity 10: Research Task

In each of areas in the table, look up the names of companies where you may want to work in the future. Fill in three choices and give reasons why these may appeal to you. Look up institutes and colleges where you may gain education for these areas of the workforce.

Name of corporation, institute, government ministry or potential employer	Position or type of work	Why might this appeal to you as a future employer?

Lesson 2: 21st Century Infrastructure and Smart Initiatives

- What are some UAE initiatives that you know about?
- What are the benefits of having initiatives and goals in place?



Key Vocabulary

strategic

virtue

efficiency

moral principle

Activity 1: Action Task

The Ministry of Human Resources and Emiratization has listed 6 strategic goals. Read the description of these strategic goals and initiatives and decide which goal matches up best with each initiative.

Strategic Goals

- 1) empowerment of Emiratis
- 2) protection of all workers
- 3) **efficiency** of the labour market
- 4) provision of excellent services to all
- 5) delivery of administrative services according to the standards of transparency, dynamism and quality
- 6) a culture of innovation established within the Ministry

Goal	Initiatives
	To propose federal laws that regulate business and labour affairs and controlling implementation of such proposals.
	Managing the business market and proposing labour policies appropriate for the country.
	Organisation of labour relations with the aim of providing stability, increasing productivity and creating job opportunities.
	Participation in the formation of the economic and social policy at the national level.
	Providing excellent services to satisfy users' needs according to applicable rules and regulations.
	Catering for the organisation and supporting labour relations at the international and Arab levels.

Activity 2: Research Task

From the list of initiatives below, choose 3 and find information about them.

2030 National Space Strategy	2036 The UAE Water Security Strategy
2031 The National Employment Strategy	2030 National Strategy for Higher Education
2071 UAE Centennial	National Tolerance Programme

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 3: Thinking Task

Now, think about how your chosen initiatives are important to the future of the UAE. Complete the table below.

Initiative	Importance to the future of the UAE

Activity 4: Action Task

A moral dilemma is when a difficult situation arises that requires an ethical solution based on moral principles or rules. Read the story and answer the questions.

THE JOB APPLICANTS

Mr. Ali is the manager of a software company in the UAE that provides valuable IT and Web design support for online shopping companies. His company is growing and he needs to hire a new employee who is skilled in both information technology security and web-based database management.

Mr. Ali especially values the **moral principles** and **virtues** of honesty, loyalty, duty, and respect. He wants to hire the best employees by keeping these important values in mind.

He has received two applications from his assistant manager. The first applicant is named Hamad, and is the cousin of the assistant manager and has a Bachelor's degree in business management. The second applicant is named Aisha. She holds a Master's degree in information technology security.

When Mr. Ali reviewed their resumes he noticed that both are recent college graduates and have no work experience. You are eager to hire one of these applicants. When you discuss this with your assistant manager, he suggests that his cousin Hamad would be highly qualified for the job and because he is his cousin it would make his family life much easier if you gave him the job.

What should Mr. Ali do? Answer the questions and then explain your moral reasoning.

Which of the following is the correct decision for Mr.Ali to make?

- a) hire Hamad, the cousin of his assistant manager
- b) hire Aisha, who has the master's degree
- c) hire neither and keep looking for other employees
- d) decide to hire both and create two new positions

Explain your choice. What moral principle or virtue did you use in your decision?

[illegible]

Lesson 3: Innovation in Healthcare, Education, and Social Services

- How do you think the UAE can improve its education system?
- How do you think the UAE can improve its healthcare system?



Key Vocabulary

state-of-the-art

robotics

blended-learning

social services

humanitarian services

✓ **Activity 1: Checkpoint**

Read the text below about innovation in healthcare and complete the tasks below.

Innovation in the healthcare sector is one of the goals outlined in the UAE's 2020 Plan. Great importance has been placed on the creation of a world-class healthcare system that benefits citizens and residents within the country and that has the ability to engage in outreach programs that can positively impact the world.

Even before the formation of the Union, the rulers of the emirates were working to improve healthcare for the people. One of the first developments occurred in 1943 in the Al Ras area of the emirate of Dubai. A small healthcare centre opened providing basic medical support to the community. By 1951, with the support of the late Sheikh Saeed bin Maktoum, the first phases of the Al Maktoum Hospital were being built. Between 1952 and 1973 additional phases of the Al Maktoum hospital were completed eventually accommodating 157 beds.



The first clinic in the emirate of Abu Dhabi was established in Al Ain in the 1960s. Sheikh Shakhbut and Sheikh Zayed visited an American mission hospital in Muscat, Oman. During their visit, the two leaders

were impressed with the clinic's operations and invited the mission's founders to open a clinic in the Al Ain region of Abu Dhabi. This clinic was called Oasis Hospital and was one of the first modern hospitals in the region. By 1970, the Ministry of Health and Prevention was formed to provide comprehensive healthcare to all citizens and residents of the UAE. While the Ministry of Health and Prevention provides healthcare to the entire country, Abu Dhabi, Dubai, and Sharjah have their own health care authorities that assist in providing quality care. Today, the UAE has one of the most innovative and comprehensive healthcare systems in the world with over 104 hospitals with approximately 20 physicians and 40 nurses/midwives per 10,000 people in the country.

a) What developments led to constructing the modern medical system in the UAE?

b) List three significant improvements to the UAE's healthcare system.

✓ Activity 2: Checkpoint

Read the text below about diabetes, and complete the tasks below.

The healthcare system in the UAE contains specialist medical facilities that have **state-of-the-art** equipment and advanced services. One such facility is the Imperial College London Diabetes Center with three branches in Abu Dhabi.

The most recent branch is a specialist diabetes care facility located in Zayed Sports City. The new branch has more than 70 clinical and non-clinical staff to providing access to specialist diabetes management and treatment, as well as services such



as cardiology and continual care for those who undergo bariatric surgery at the Healthpoint medical centre next to it.

The centre is part of the Mubadala's healthcare network which was initiated in 2006 to realise Abu Dhabi's strategic goal of a world-class, sustainable health-care sector. Diabetes a growing concern in the UAE as about 19.3 per cent of the UAE's adult population between the ages of 20 and 79 suffers from it. Other associated health concerns such as obesity, hypertension and high cholesterol are addressed at the centre.

Diabetes rates are rising faster in the UAE. It is also rising at a faster rate than in other countries of the MENA region and the rest of the world. Factors contributing to the increase of diabetes include the rapid economic growth of the last half-century, transition to sedentary lifestyles and often unhealthy diet options. In the UAE, the cases of diabetes are expected to double to 2.2 million by 2040. The facility will enhance UAE's efforts to tackle the disease.



a) What is the expected rate for diabetes in 2040? Give your reasons in 3-5 sentences.

b) Explain why is it important for the UAE to have speciality centres. How do the centres help people in the UAE? Are there other benefits to the UAE other than health benefits.

c) How can speciality health care centres help the economy of the UAE? Search for information about other speciality centres. What do they specialise in? Where do the patients come from seeking their services?

✓ **Activity 3: Checkpoint**

Read the text below about education, and complete the tasks below.

Education is a high priority in the UAE. The Ministry of Education aligned the UAE's Vision 2021 National Agenda with the goal of making UAE students some of the best in the world in reading, mathematics, science, and Arabic. The overall goal is to provide a first-rate education system for the students in the UAE.

To reach this goal, schools and universities are embracing advanced technology such as 3D printers, Artificial Intelligence (AI), **robotics**, and more. Smart classrooms and blended learning styles are being used throughout the UAE to ensure that students are able to compete on an international level. Schools and universities in the UAE strive to be innovative to create students who are lifelong learners.

A number of schools in the UAE have introduced virtual classrooms and other e-learning tools to enhance learning and collaboration. Students can get their homework and classwork online, interact with other students and take part in educational discussions. E-learning platforms have become popular over the years as an education delivery and management tool for academic institutions.

Virtual classrooms allow students to learn beyond what is taught in a classroom and be able to engage with their peers and teachers online. In some schools, the e-learning platforms are used in the delivery of exams and reports to their students. Besides essays, reports, exams, learning and teaching that have gone online, e-books and digital resources are available to students.

Blended-learning is an important part of many UAE schools. Students attend classes online or face-to-face at school and have online multimedia coursework before or after the sessions with their teachers. Students collaborate with each other for student group activities relying on information gathered from online resources.

Students can collaborate with other students in the same school, in a different school, or even a different country.

a) Describe the UAE Educational System and how it empowers the economy of the country?

Youth Literacy Rates

China 15–24 Youth Literacy Rates Ages	
Females	Males
82.1	95.2
91.5	97.0
98.5	99.2
99.6	99.7
The UAE 15–24 Youth Literacy Rates Ages	
Females	Males
84.5	81.0
97.0	93.6

b) Review the data in the table about the male and female youth literacy rates in the UAE and China and interpret the data. Compare males and females as well as China and UAE. Describe trends over time in both countries.

c) How does youth literacy empower human capital and grow the national income of a country?

d) What other trends in education are important for developing a knowledge economy?

Activity 4: Discussion Task

Read the text about social services and discuss the question below in groups.

In addition to innovative measures taken to improve healthcare and education, the UAE has worked to improve its social services sector. Social services can be described as government-funded services that benefit local and international communities. There are various forms of social services that are provided to citizens and residents. For citizens, a social welfare policy has been created to financially assist vulnerable groups such as widows, divorcees, seniors, people of determination, orphans, the terminally ill, physically incapacitated, families of prisoners, and others in similar categories. Social services agencies provide financial, housing, medical, and other forms of social aid to residents.

The UAE has organisations that provide humanitarian services for individuals and communities around the world. The Emirates Red Crescent Society, established in 1983, provides humanitarian support throughout the region and has been selected as one of the best humanitarian authorities on the Asian continent. The role of the Emirates Red Crescent is to support official authorities in times of peace and war. During times of peace, the organisation provides first aid, protection from epidemics, natural disasters, and various humanitarian services for vulnerable people in need around the world.



What types of social services are provided in the UAE?

Lesson 4: Sustainability in the Modern UAE

- What does it mean to be sustainable?
- What can you do to be more sustainable?



Key Vocabulary

sustainability

social responsibility

awareness

emission

energy

Activity 1: Discussion Task

In pairs, discuss what you think sustainability means? How do you think a nation can maintain sustainability in different areas and categories?

Activity 2: Writing Task,

Read the text about sustainability in the UAE. Then, choose one of the sustainability goals and explain how its success will benefit the country and its inhabitants.

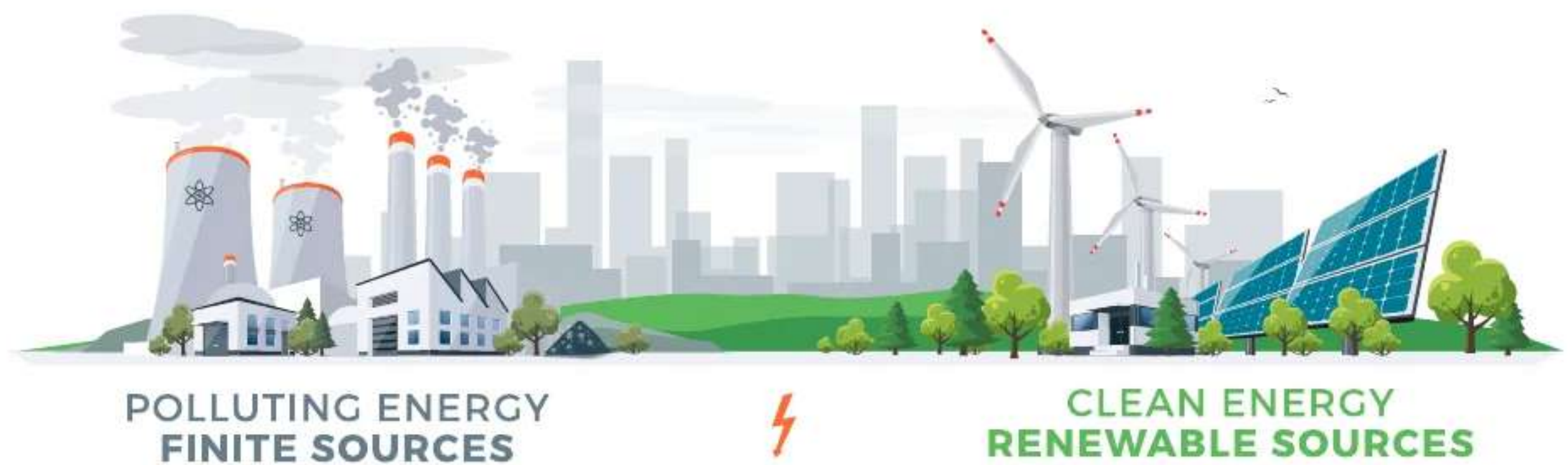
Sustainability in the UAE

Sustainability in the UAE is a fundamental sign of modernisation. The UAE created an initiative to develop its sustainability goals through seventeen principles. These principles include: no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth; industry, innovation, and infrastructure; reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land; peace, justice and strong institutions; and partnerships for the goals.

These seventeen goals were designed to promote sustainability through **social responsibility** and environmental **awareness** in line with the UAE's Vision 2021 and National Agenda with the ultimate goal of becoming among the best countries in the world.

Activity 3: Thinking Task

Look at the images below. What do you think they represent?



Activity 4: Action Task

The table shows the total CO₂ emissions for the UAE and the United Kingdom (UK). Compare the two countries. Describe the trend of emissions for each country over time.

	Emissions in metric tons Total CO ₂ (kg 1000 = ton 1)				
	1974	1984	1994	2004	2014
UAE	31,300	46,400	73,100	113,000	211,000
UK	618,000	529,000	547,000	539,000	420,000



Activity 5: Research Task

In groups, research the following questions:

What are the current issues for CO2 emissions?

What measures are being taken in the UAE to create energy with fewer CO2 emissions?

Activity 6: Writing Task

In groups, research what the UAE's 2050 Energy Strategy is. Then, write about what the possible solutions they suggest to saving the future environment.

Lesson 5: Civic Responsibilities of Citizens and Residents

- What are some rights and responsibilities of citizens and residents?
- What is the importance of charities and humanitarian aid?



Key Vocabulary

foreign aid

donor

charitable

poverty

immunisation

Activity 1: Thinking Task

Look at the image below. What do you think the main work of this organisation is?



✓ Activity 2: Checkpoint

Read the text about foreign aid. Then, answer the questions below.



Less developed countries have been given special concern by the United Arab Emirates. Through specific policies, the UAE has distributed aid to foreign countries widely over the world. As a country of tolerance with solely human objectives, its aid is not limited to geography, colour, race, or religion; nor is it even governed by any politics.

The UAE ranked as one of the top ten **donor** states in the Official Development Aid (ODA) in 2015, according to the Organization for Economic Co-Operation and Development (OECD). The UAE's contribution to foreign aid between the years 1971 and 2014 by governmental and non-governmental organisations reached AED 173 billion. These contributions were for 155 countries through 40 donor entities as foreign assistance.

There are more than 35 **charitable** organisations (governmental and non-governmental) in the UAE. Poverty, lack of water, clean water, education, immunisation, and accommodations are the concentrations for the UAE's contributions to meet human needs all over the world. The UAE is answering any call for assistance from poor countries and countries constantly suffering from natural disasters.

a) Discuss and write a reflection on the importance of foreign aid.

b) How does foreign aid add to the country and the people of the country that receives the aid? How do human services strengthen societies?

✓ Activity 3: Checkpoint

Using the Internet to help you, answer the questions below about immunisation, education and foreign aid.

Immunisation is the use of vaccines to protect children and adults from infectious diseases, like the flu, polio, cholera and many others. The UAE's immunisation program has reached millions of people in need around the world.

a) How does this meet human needs in less developed countries?

b) How does foreign aid add to the country and the people of the country that receives the aid? How do human services strengthen societies?

Activity 4: Research Task

Search for information about the educational initiatives of the UAE to make education accessible to people in need around the world. Write your findings.

Search for information about the role charitable entities in the UAE serve towards refugees? How does the Emirates Red Crescent Authority help refugees find better accommodation.

Activity 5: Research Task

Search for information about charitable organisations in the UAE and describe what they do. What can you do for this charity as a volunteer? Identify a charity in your community and fill in information about it.

Name of Charity	What services do they provide?	What volunteer work may I do for this charity?
Dubai Cares		
Al Ihsan Charity Association (Ajman)		
UAE Red Crescent Authority in Ras Al Khaimah		
Volunteers.ae		
Emirates Foundation		
Other charities (you choose)		

Activity 6: Research Task

What role does civic responsibility play on the development of a nation? How can foreign aid help support distant communities? Search for information about three of the foreign aid societies or organisations and discuss its role in aiding other countries.

organisation	Role
UAE Red Crescent Authority	
Doctors without Borders	
UNESCO	
World Food Programme (UN)	
World Health Organisations (WHO)	
World Bank (International Bank for Reconstruction and Development)	

Lesson 6: Trends in Local and International Trade

- What are some items that are traded in the UAE?
- Who does the UAE trade with the most?



Key Vocabulary

trade

commerce

trading hub

re-export

demand

Activity 1: Thinking Task

What do you think will be the most important items traded between countries this year? What countries would people in the UAE buy them from? Who would people in the UAE sell to? Fill in the boxes with your five trade items and list some countries which the UAE would trade them with.

✓ Activity 2: Checkpoint

Read the text about trade in the UAE, then answer the question.

Trade, both local and international is a fundamental part of the UAE's economy. The country's **commerce** and products connect with the rest of the world by major ports and free trade zones established throughout the seven emirates. Shipping ports and airports are found at Ras Al Khaimah, Fujairah, Sharjah, Dubai, Jebel Ali, Abu Dhabi and other locations.

The UAE's trade sector is both innovative and historic. Commodities are natural resources and raw agricultural products such as iron, oil, cotton or wheat. Manufactured products, including industrial and electronic, are valuable and sold and traded in large quantities. Professional services, international banks, and multinational corporations diversify the economy, while tourism and hotels are part of the hospitality industry.

All of these sectors of the economy benefit from travel and movement of people and goods. While the UAE does have an abundance of natural resources such as oil, natural gas and other products, its longstanding history as a regional trading hub is still important and equally relevant. Our major seaports and airports here in the UAE make up an important regional export hub and has become the third largest export centre in the world, following Hong Kong and Singapore. When compared to other GCC states, the UAE has landed in first place with an abundance of precious metals, electrical equipment, and supplies traded on a daily basis.

Why do you think that Dubai, Sharjah, Abu Dhabi and other Emirati ports are major **trading hubs**? Write 2-4 sentences.

Activity 3: Action Task

Read the text about UAE imports and exports and complete the table using information from the text. Then, put the information from your table into a bar chart.

UAE Imports and Exports

The UAE's main exports are crude oil, natural gas, refined petroleum products, precious gems, seafood and agricultural products, and re-exports.

Re-exports are products imported into the UAE that are stored temporarily in warehouses. The products arrive from Asia or other points of origin and after storage are re-shipped to other countries such as Africa or to other destinations in the Middle East or other parts of the world. Some of these products include aluminium, pearls, gold, silver, precious stones, chemicals, and scrap metals. Japan, India, South Korea, and Thailand are the top export partners of the UAE. These country-partners receive the highest percentages of the UAE's exports.

As of 2018, the United Arab Emirates ranked 28th in the world in terms of Gross Domestic Product (GDP). It ranked 21st in the economy in terms of GDP per capita. It also ranked 26th in the world for the value of total exports, and 21st in the value of its total imports.

The top exports of United Arab Emirates are crude petroleum (\$58.1b), refined petroleum (\$32.3b), gold (\$15.4b), jewellery (\$12.2b), and diamonds (\$10.2b), exporting mostly to India (\$23.8B), Japan (\$21.7B), China (\$17.4B), Saudi Arabia (\$17.2B), and Oman (\$11.7B).

In 2018, United Arab Emirates was the world's biggest exporter of sulphur (\$728m), gravel and crushed stone (\$422m), and limestone (\$366m). The top imports of United Arab Emirates are gold (\$27.3b), broadcasting equipment (\$15.5b), jewellery (\$13.4b), refined petroleum (\$12.8b), and cars (\$11.3b), importing mostly from China (\$32.1B), India (\$27.1B), United States (\$17.3B), United Kingdom (\$9.69B), and Germany (\$9.68B).



UAE Exports

Value in \$ (billions)	Product	Product	Product	Product	Product	Product
60						
40						
20						
0						

Draw bar chart below



UAE Imports

Value in \$ (billions)	Product	Product	Product	Product	Product	Product
60						
40						
20						
0						

Draw bar chart below



As a country with a longstanding history with international trade, the United Arab Emirates has benefitted from its connections to other countries. How has air travel contributed to the national and regional economy? How has the Covid-19 pandemic affected air travel and the world economy? Write 3-4 sentences.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 5: Research Task

Search for information about three products exported to Japan from the UAE and 3 products that are imported from Japan to the UAE. How popular are these products? Which country did they originate in?

	Product Exported to Japan from UAE	Product Imported from Japan to UAE	Why is it so popular or in demand?
1			
2			
3			

Activity 6: Research Task

Search for information about three products exported to China from the UAE and 3 products that are imported from China to the UAE. How popular are these products? Which country did they originate in?

	Product Exported to China from UAE	Product Imported from China to UAE	Why is it so popular or in demand?
1			
2			
3			

Activity 7: Thinking Task

Predict three products that will have a great demand in the year 2050.

Products	Where will it be made?	What will it do?



Lesson 7: Taking the UAE into the Future

- What do you know about the UAE space program?
- How can improving education and healthcare improve the UAE economy?



Key Vocabulary

observatory

planetarium

provision

expenditure

orbit



Activity 1: Action Task

Imagine you are the captain of a UAE-led star ship in the future. What name would you give it? Make a drawing of your star ship and give its name.

Activity 2: Discussion Task

Do you like to observe the moon and the planets? Visit the following places in the UAE and discuss in your groups, your feeling during the observation. (You can visit the website of the observatories). Write down some of your discussion points.

a) Sharjah Observatory

b) Sharjah Planetarium

✓ Activity 3: Checkpoint

Read the short text below about medical research centres, then answer the questions.

An important government function is the **provision** of healthcare for its citizens and residents. The United Arab Emirates is distinguished as a worldwide leader in health science delivery and preventive medicine. Its excellent medical centres, hospitals, and clinics draw visiting patients from around the world who seek medical care. Some of the major research centres are coordinated through the government's directive and the guidance of the UAE Ministry of Health and Prevention.

a) Why are medical health prevention centres valuable for the UAE?

b) How can research in health care and medical treatment lead enhance the economy of the UAE?

✓ Activity 4: Checkpoint

Read the short text below about the Mars space probe, then answer the question below.

UAE prioritises developing knowledge through increasing the research and development **expenditure** for a robust growth in competitive knowledge economy. In 2015, the UAE announced its Mission to Mars. The Emirates Mars Mission sent a spacecraft to **orbit** Mars in the year 2021, the year of the UAE's 50th anniversary.

The spacecraft designed and developed by scientists and engineers at Dubai's Mohamed Bin Rashid Al Maktoum Space Centre, is an orbiter carrying science instruments designed to build the first holistic picture of Mars' atmosphere. The Hope Probe is more than a mission to Mars. It is one part of a vast investment and a national effort to build a space industry in the UAE.



What was the UAE Mars Hope Probe sent to study?

Activity 5: Action Task

Read the text about the UAE space agency. Then, look up the trajectory of the Mission to Mars journey of the Hope Satellite. Draw a sketch of the trajectory of the mission from the earth to Mars, describing each step of the journey.

In 2014, the UAE established the UAE Space Agency. It is responsible for managing the nation's space sector and its role in the national economy. The agency works to raise awareness about the importance of space technologies, enhance national capabilities and encourage peaceful application of space research. The UAE Space Agency is developing the first space research centre in the Middle East. It is the result of cooperation between the UAE Space Agency, UAE University and the Telecommunications Regulatory Authority.

The UAE Space Agency is responsible for scientific research in astronomy and the field of space. It is responsible for the country's programmes to explore and develop space sciences, and the UAE's membership of the International Space Exploration Coordination Group (ISECG). The ISECG aims to promote the exchange of information regarding interests, plans and activities in space exploration and strengthen both individual exploration programmes and the collective efforts of its members. Its objectives and vision are encompassed in its Global Exploration Strategy. The Global Exploration Strategy is a framework for international coordination and cooperation in realising humanity's goals from the exploration of space from the level of LEO (Low Earth Orbiting) satellites to deep space missions such as the Emirates Mars Mission.

In addition to Mission to Mars from July 2020, a separate Lunar Mission is scheduled for 2024. Plans are being made and designed to support a Mars Scientific City, that will enable the settlement and establishment of a research city on the planet Mars.

Milestone						
Year						

✓ Activity 6: Checkpoint

Read the text about the UAE's first astronauts. Then, answer the questions below.

After a competition among 4,000 applicants, the nation's first two astronauts were selected in 2018. On 25 September 2019, Hazza Al Mansouri was the first Emirati to fly into space aboard a Soyuz Russian MS-15 rocket. He arrived at the International Space Station where he remained for eight days before returning to earth. While on board the International Space Station, he performed numerous scientific experiments and communicated with our leaders and UAE school children! Hazza Al Mansouri is a highly qualified and experienced military pilot who attended and graduated in 2004 from the Khalifa bin Zayed Air College, with a bachelor's degree in aviation.

The second astronaut selected for the UAE space program was Sultan Al Neyadi. Sultan is an experienced military pilot for the UAE Armed Forces. In 2004 he received a Bachelor of Science degree with Honours in Electronics and Communications Engineering from the University of Brighton. He went on to study at the Zayed Military College for one year. In 2008 he received a master's degree in Information and Networks Security and a Ph. D. in Data Leakage Prevention Technology from Griffith University in Australia.

1. According to the text the first astronaut to fly to the space station was selected from a pool of about how many applicants?
 - a) 100
 - b) 250
 - c) 1000
 - d) 4000

2. According to the text what kinds of college degrees did the first Emirati astronauts have?
- a) aviation, engineering, and information and data security technology
 - b) aviation and physics
 - c) chemistry, astrophysics and aviation
 - d) communications, public relations and aviation

Activity 7: Action Task

You and your classmates will plan and design a future space mission. Make plans for one that can be carried out in your lifetime, or at least launched and begun. (If you are sending a rocket to another star system you probably won't live to see it reach there but your children or grandchildren might.)

When you have finished planning, present your ideas to your classmates.

List the objectives of the future space mission.

Mission objective or name	
Start date	
End date	
Estimated chance of success (0-100%)	

Description of the Mission Objectives

Which government agencies or ministries will be needed to help plan and support the space mission?

Name of government agency or Ministry	What is their role?

Who will fund your space mission? List the five top contributors.

Company or government agency	How many Dirhams will they provide?

Activity 8: Action Task

There are many companies in the United Arab Emirates that specialise in manufacturing and inventing new products in aeronautics and space science.

Look up the leaders of these companies, list them here and provide a description of products they make related to aeronautics and aerospace. We've given you a few to start with, look up one more and fill in the table below.

Name of Company	CEO or Leader/ entrepreneur	Notes on the company or leader's initiatives related to aerospace
Mubadala Investment Company		
Nibras Al Ain Aerospace Park		
Sanad Aero Solutions (Sanad)		
Emirates Defence Industries Company (EDIC)		

Lesson 8: Review

1. When was the first healthcare system in the Dubai emirate developed?
 - a) 1950
 - b) 1943
 - c) 2000
 - d) 1912

2. When was the first healthcare system in the Abu Dhabi emirate developed?
 - a) 1960s
 - b) 1970s
 - c) 1980s
 - d) 1990s

3. When was the Ministry of Health and Prevention created?
 - a) 1970
 - b) 1971
 - c) 1980
 - d) 2006

4. What is SEHA?
- a) Abu Dhabi Health Services Company
 - b) Secondary Education Health Awareness
 - c) Sharjah Environmental Hospitals Association
 - d) Sheikh Educational Housing Association
5. Who created the Dubai Health Authority?
- a) Sheikh Mohammad Bin Rashid Al Maktoum
 - b) Queen Elizabeth of the UK
 - c) President Jimmy Carter of the USA
 - d) Dr. Sheikh Sultan Bin Mohammed Al Qassimi
6. When was the Emirates Red Crescent established?
- a) 1990
 - b) 1978
 - c) 1983
 - d) 1964
7. How many sustainability goals were created?
- a) 17
 - b) 20
 - c) 100
 - d) 5



8. How far back can trade be traced in the region?

- a) 3000 BCE
- b) the early 18th century
- c) the 1500s
- d) 1990s

9. Who was the first Emirati to fly into space?

- a) Sultan Al Neyadi
- b) Zayed Rashed
- c) Hazza Al Mansouri
- d) Khalid Al Sultan

[illegible]

Student's notes

[illegible]

Student's notes

[illegible]