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Grade 04

Moral, Social and Cultural Studies

Student Book

Grade 4

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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”

Cover label guide

Cycle 01 Color

Icon indicates the book type (**Example, Course book**)

Number 3 has been shaded to represent the **volume of Course book**

Number 1 Shows grade level

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
- Teacher Guide

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Unit 4
Peace and Responsibility

Lesson 1: Solving Conflict 8

Lesson 2: Styles of Conflict 14

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What is conflict?

What are the best ways to solve conflict?

Is it important to be a responsible person?

How can I contribute positively to the world?

Lesson 1

Solving Conflict

Am I good at solving conflict?

Why is communication important?

solve
peace
conflict
solution
communication

Activity 1

What is peace? Use the questions below to discuss your ideas with your partner.

- What does peace mean to you?
- What does it mean to your community and to the wider world?
- How can we all help to create peace?

Activity 2

Conflict at Home

Watching TV in my house is difficult. We just have one screen in the house, and everyone likes different programmes.

My mum likes to watch dramas and her favourite programme is Samarkand. But I think it's so boring – it seems to go on for ages.

My dad likes comedies. He's always laughing at programmes like Tawaree. I just don't see what's so funny.

My sister loves travel and fashion programmes; her favourite is Duroob. She likes to imagine travelling to lots of different destinations and buying expensive clothes.

I like kids shows. My favourite channel is Majid TV, but no one else in the house likes it.

You can probably guess how many arguments we have when we want to watch TV!

One day, my father said, "We need to talk about this and come to a solution". And we did!

Now, Monday is my mother's night. She gets to watch her favourite dramas then.

On Tuesday, my sister gets to watch her travel programmes, and, on Wednesday, my father spends all evening watching comedy shows. On Thursday I get to watch cartoons.

On all the other days, we try to find something that everyone likes. It's difficult, but it mostly works out and we're all a lot happier.

Questions

- What was the conflict in the story?
- How was it solved?
- Can you think of another solution to this conflict?

Let's Think

What are the most important things to do when trying to solve conflict?

Activity 3

What is conflict? With your partner, decide whether the statements below are true or false.

	True	False
1. There are at least two sides to every conflict.	○	○
2. Conflict can be prevented completely.	○	○
3. It is not possible for everyone to win in a conflict.	○	○
4. Conflict can sometimes be helpful.	○	○
5. It is possible to learn how to manage conflict well.	○	○
6. Conflict is a normal part of life.	○	○

Activity 4

Look at the image of conflict below. Discuss the questions with your classmates.

- Where is conflict happening in the picture?
- Why do you think the conflict is happening?
- How do you think the people involved feel?
- How are they showing those feelings?

Activity 5

Read the questions below. Choose one and write a paragraph to explain your answer.

1. Is communication important for solving conflict?
2. Is there always a loser when a conflict is solved?
3. Can people learn how to solve conflict?

Lesson 2

Styles of Conflict

Should conflict be avoided?

What is a compromise?

avoid
manage
decision
challenge
compromise

Activity 1

How do we act when there is conflict? Use the questions below to share your ideas with your classmates.

- What is conflict?
- How do people feel during conflict?
- How do people act during conflict?
- What is the key to solving conflict?

Activity 2

Styles for Solving Conflict

There are many different ways to manage conflict.

Turtles, for example, avoid conflict. They hide in their shells to avoid the situation or to delay making a decision.

Bears allow difference. Relationships matter so much to them that they sometimes forget about their own needs to let others win.

Sharks compete. They challenge others. They often win at the cost of hurting others.

Foxes compromise. They give and take to find a solution that works for everyone.

Owls work together with others to try to achieve fair solutions.

We can understand these styles better with an example.

Imagine you're playing tennis. The other player hits the ball close to the line. You think it's out. They think that it's in.

If you're a turtle or a bear, you'll agree with the other player. If you're a shark, you'll try to scare the other person until he agrees with you. If you're a fox, you'll ask them to replay the point.

But, if you're an owl, you'll try to understand the reason for the problem. You might ask other people if they saw where the ball landed. If all the people you ask say the ball was in, you'll give the point to the other player.

Questions

- Which style of solving conflict is the most helpful?
- Which style of solving conflict is unhelpful?
- Which style is the most common?

Let's Think

Can you think of anyone you know who uses one of these styles?

Activity 3

Now let's practice active listening through a short role play. You will either be a character in a conflict or a listener. Your teacher will explain what the conflict is about.

Characters	Listeners
Your role is to explain your side of the story, explain how you feel and say what you would like to happen.	Your role is to listen to each character without judgement. Pay attention to the facts, their feelings and what they want.

Activity 4

What is a compromise? How does it happen? Can you come to a compromise to solve the conflict from the previous activity? With your partner, discuss the questions below.

- Have you ever had to make a compromise?
- What happens if you can't reach a compromise?
- Have you ever been unable to make an agreement?
- What happens if you do not make an agreement?

Activity 5

Read the questions below. Choose one and write a paragraph to explain your answer.

1. Is listening as important as clearly explaining your side?
2. Do compromises allow both sides to win?
3. What is your conflict style?

Lesson 3

Managing Conflict

How do you know a conflict is going to happen?

What should I do if a conflict begins?

support
prevent
violence
convince
responsibility

Activity 1

Have you ever heard of Mahatma Ghandi? Read the short text. Then, use the questions below to share your ideas with your classmates.

- What are some signs that conflict may happen?
- How can we prevent conflict from occurring?

Mahatma Ghandi: Supporting Peace

Mahatma Ghandi was born on October 2nd, 1869. He is one of the most well-known promoters of peace in history.

He was the leader of the Indian independence movement against British Rule. He convinced Indians to fight for their rights in a unique way: non-violence.

India and the rest of the world remember him fondly as Gandhiji or Mahatma Gandhi. Mahatma means 'great-souled'.

Activity 2

Solving a Classroom Conflict

Brian hated English classes, so he always tried to disrupt the teacher's lessons.

Raja sat beside Brian. He loved English. Brian's bad behaviour made him very angry. He would insult Brian, telling him that he was lazy and stupid.

Raja would get so angry that he would lose track of what was happening in class himself. But Brian just laughed.

Eventually he just stopped talking to Brian, but Brian was so loud that Raja couldn't concentrate on the class. Raja started to notice that some other students were getting tired of Brian's behaviour too.

One day after class, Raja got together with some of his classmates. They all agreed something needed to be done.

The next day, they confronted Brian as a group. This time he listened.

After a while, he admitted that the reason he acted like he did was because his English wasn't very good, and he felt lost in class.

After the confrontation he decided to take extra English lessons. In a few weeks, he was speaking English better than Raja.

Questions

- How did Raja reply at first to the conflict? Was it successful?
- How did Raja and his classmates solve the conflict?
- Do you think the solution will last?

Let's Think

How would you deal with this problem?

Activity 3

Work in groups. Act out a short roleplay about conflict and compromise.

Be sure that:

- ☑ it is set at home or school
- ☑ you make a compromise at the end

Activity 4

Perform your roleplay for your classmates and watch your classmates' roleplays.

Activity 5

Read the questions below. Choose one and write a paragraph to explain your answer.

1. What will you do next time you have a conflict?
2. Should everybody learn how to solve conflict?

Lesson 4

Act Responsibly

Am I a responsible person?

Can I be trusted to do the right thing?

trust
duties
qualities
responsible
consequences

Activity 1

What does 'being responsible' mean? Share your ideas with your classmates. Then, work with your partner to write a list of five important qualities of a responsible person.

Qualities of a Responsible Person	
1.	
2.	
3.	
4.	
5.	

Activity 2

Afif's Responsibilities

Being responsible includes learning how to take care of yourself and others, as well as your personal belongings, at school, at home, and, eventually, in a job.

A responsible person can be trusted to do what they've promised to do.

Adults are responsible for their children. They provide them with proper education, they prepare healthy food for them, and they make sure that they have clean clothes and go to bed at the right time.

Responsible adults do their duties, and their children live happy, healthy lives.

Children have responsibilities too. They should work hard in school, and, often, they have to help at home.

Afif's job was to water his mother's indoor plants. For the first month, he did this twice a week, but then he started to forget to water them. He would always tell his mother, "I'll do it later", and then go back to playing videogames.

In a few months, his mother's plants had died. She was very angry and didn't let Afif play videogames for a month!

Questions

- Did Afif behave responsibly?
- Did he expect to be punished?
- Why did he behave the way he did?

Let's Think

How do you think Afif's mother felt when she saw that her plants had died?

Activity 3

We all have responsibilities. Think of some that you have to yourself, your family, your friends and your school. Write them in the table below.

My Responsibilities			
Myself	My family	My friends	My school

Now make a poster about which responsibilities you think are most important.

Activity 4

Look at the pictures below.
Talk with your partner about the consequences of being responsible or irresponsible.

Activity 5

Read the questions below. Choose one and write a paragraph to explain your answer.

1. What responsibilities do you enjoy?
2. What responsibilities do you find difficult?
3. What are some consequences of being irresponsible?

Lesson 5

Social Responsibility

How can I show social responsibility?

Do I contribute positively to the world?

proud
honest
society
decision
contribute

Activity 1

Look at the image below. Discuss the questions with your classmates.

- How can you contribute to society?
- How can you contribute to the planet?

Activity 2

The Lost Wallet

Shady and Ruba were in the shopping mall with their mothers one day when they saw something on the ground. It was a wallet!

Ruba picked it up. Inside there were credit cards, an ID, and 800 AED.

"Someone must have lost this. You'll have to take it to the security desk" said Shady. "They will be able to find the owner and return the wallet."

Ruba turned to her friend: "I could do that but imagine what we could buy with 800 AED. We could buy really cool sneakers." She was really excited.

"The person who owns this probably doesn't need the money. We could just take it. I'm sure someone else will find the wallet and return the cards and ID. What's the problem?", continued Ruba.

Shady shook his head. "The problem is that it isn't honest. What if you lost your wallet? Would you like people to take your money?"

"Well, no, I suppose not", replied Ruba.

Shady and Ruba took the wallet to the security desk. While they were there, the man who lost his wallet arrived.

When he saw that the children had his wallet, he was very happy. He thanked the children over and over again. Shady and Ruba were proud that they had done the right thing.

Questions

- Would keeping the wallet have been socially responsible?
- How was giving it to the security desk an example of social responsibility?
- How do you think Shady and Ruba would have felt if they had kept the wallet?

Let's Think

What else could Shady and Ruba have done that would have been socially responsible?

Activity 3

Think about the statements below. Tick (✓) the box which applies to you.

Statements	Always	Most of the time	Sometimes	Never
I take care of my property				
I take care of school property				
I am a responsible person				
My friends and family trust me				
I like to win arguments				
I volunteer in my school or community				
I help at home				
I am good at making decisions				
I am good at understanding my feelings				
I am good at communicating my feelings				

Activity 4

Can you think of something that is a problem in your local community?
You're going to work in a group to create an Action Plan for Social Responsibility.
Write down your plan in the table below. It should include the following:

- **Aim:** What change do you want to make? Why?
- **Actions:** What steps will you need to take? Who will you need to contact? What materials will you need to get?
- **Outcomes:** Who will benefit? How? How will it benefit you?

Action Plan for Social Responsibility		
Aims	Actions	Outcomes

Activity 5

Read the questions below. Choose one and write a paragraph to explain your answer.

1. Will the ideas in this unit change your future behaviour?
2. What are some ways that you will be more responsible?
3. Where would you like to see more peace in this world?

Unit 5
Trade, Travel and Communication

Lesson 1: The Old Ways of Trade 44

Lesson 2: Increasing Trade Routes 52

Lesson 3: Merchants and Explorers 58

Lesson 4: Commercial Routes 66

Lesson 5: Trade Around the World 72

What is trade?

What was the life of a trader like?

How were items moved when trading?

How are trade and culture connected?

Lesson 1

The Old Ways of Trade

What items were traded at the market?

How was life for travellers on the trade routes?

trade
route
import
market
empire
ancient

Activity 1

Trade is what people do when they buy or sell things. People have traded different things all around the world for many years.
Work with your partner to complete the diagram below with things that people trade.

Activity 2

Trade in Ancient Rome

Ancient Rome grew from a small town on Italy's Tiber River into an empire that spread through Europe, Britain, Western Asia, Northern Africa and the Mediterranean islands.

Trade was essential to Ancient Rome. The empire cost a huge amount of money to run. It was trade that brought in a lot of that money.

The population of the city of Rome during the 2nd century was one million people. This large population required many different things. These were brought via trade.

The Roman Empire had many different trade routes. This is why we have the saying, "All roads lead to Rome".

There were sea routes that covered the Mediterranean and Black Seas. There were also many routes on land which used the roads built by the Romans.

The two main reasons for building roads were for trade and helping the Roman Army to travel to different places.

The most important port was Ostia. This was the nearest major port to Rome itself.

The Romans tried to make sea journeys safe. For example, they built lighthouses, safe harbours, and docks for ships. The Roman Navy also tried to make the Mediterranean Sea safe from pirates.

The Romans imported many types of materials. For example, iron, leather, olive oil, perfume, silk, silver, spices and timber.

Their main trading partners were in Spain, France, the Middle East and North Africa.

Questions

- Why was trade important for Ancient Rome?
- Why did Rome trade using both sea and land routes?
- How did the Roman's try to make sea journey safe?

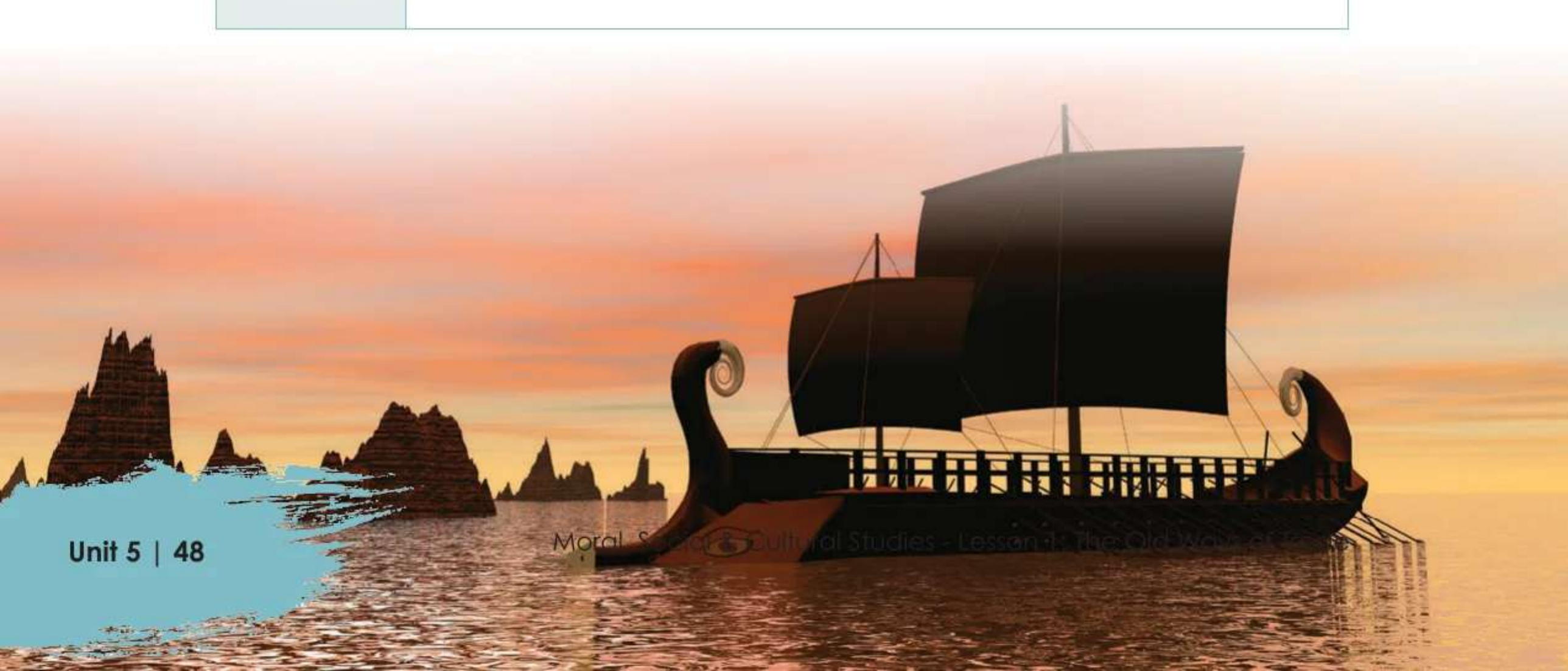
Let's Think

Imagine you are the Emperor of Ancient Rome. Would you trade by land or sea routes?

Activity 3

Look at the list of items below. All of these were traded by the Romans.
In a group, discuss why these were important to trade.
Write a sentence for each item.

	Why were these items important?
Iron	
Leather	
Olive oil	
Perfume	
Silk	
Silver	
Spices	
Timber	



Activity 4

Forums in Rome

One of the main cities for trading was Rome. In Rome, people used to shop in what is known as a forum.

Forums were meeting places where people from different countries traded all kinds of goods and made business deals.

A forum had different sections. The main part had shops that sold items such as food, spices, shoes, wool, and books.

Other parts had barbers, blacksmiths, meat and cattle markets, as well as luxury goods.

The forum used to be very crowded with people walking around, although no carriages were allowed to enter.

To maintain safety and security, the Roman government set weights and measures around the city.

They also employed inspectors to protect buyers from being cheated.

Can you imagine what would have happened if each seller used his own measuring tools or weights?

Activity 5

Imagine you are an Arabian traveller returning home from an ancient European market.
Work with your group to write a short story about your experience at the market.

Lesson 2

Increasing Trade Routes

What is a trading network?

Which items were most expensive?

incense
network
exchange
merchant
transport
continent

Activity 1

Look at the items in the picture below. Discuss the questions with your partner.
What can you see? Where did these items come from?
How were they transported?

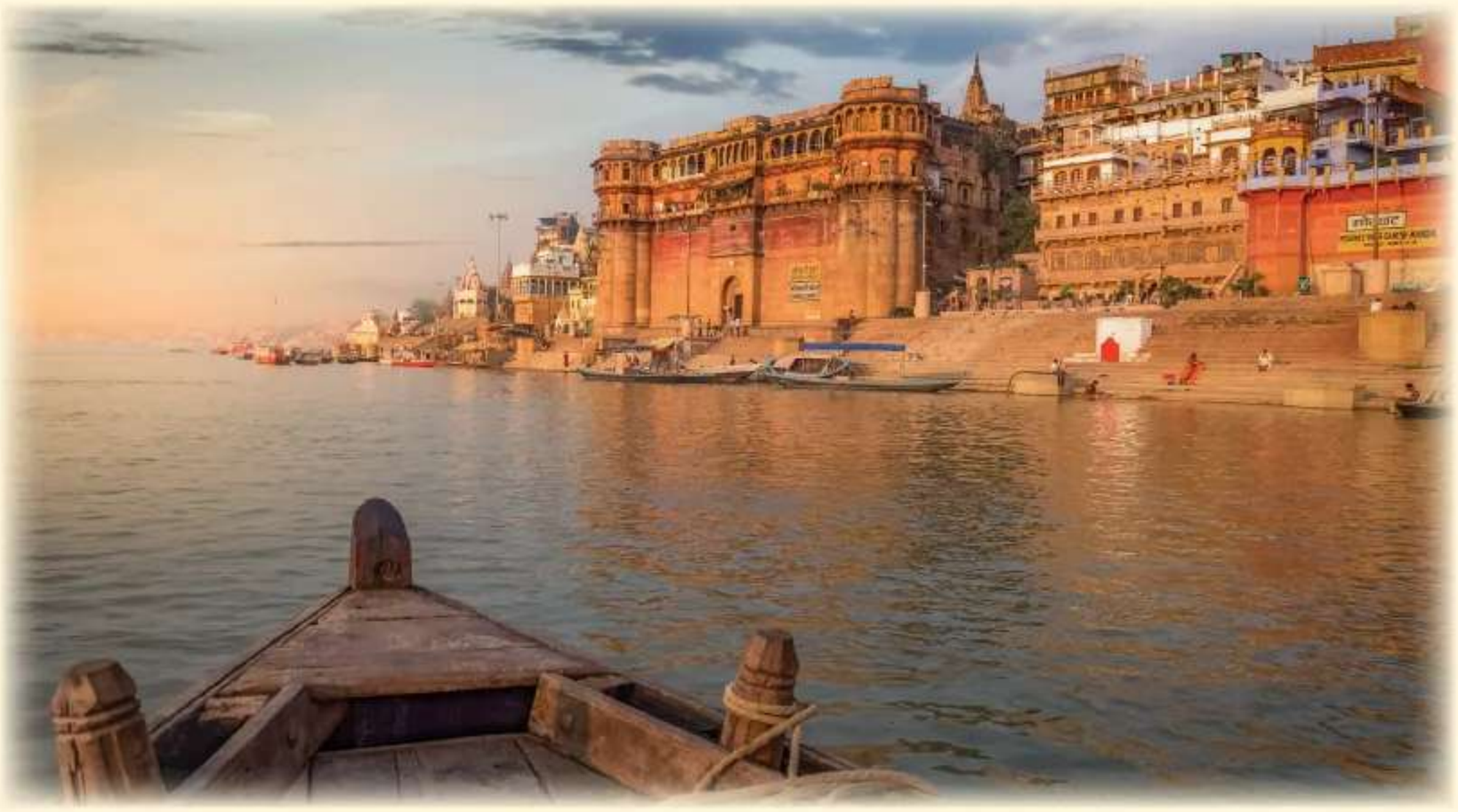
Activity 2

Trading Networks

A network of trading routes brought silk, spices, and incense to Europe. These were known as the Silk, Spice, and Incense Routes.

The Silk Route brought silk from across the Asian continent and connected China to the Mediterranean Sea. The Spice Route extended from India to the Western world. After reaching either the Indian or the Sri Lankan ports, spices were sometimes shipped to East Africa. The Incense Route stretched from the Mediterranean ports through Northeastern Africa and Arabia to India and beyond.

Frankincense and myrrh were highly valued in Europe, but they could only be found in Southern Arabia, Ethiopia, and Somalia. Arab merchants brought these goods to European markets by camel along the Incense Route.



The Incense Route originally began at Shabwah in Hadhramaut, the easternmost kingdom of South Arabia. It ended at Gaza, Palestine, a port north of the Sinai Peninsula on the Mediterranean Sea. From there, goods would be transported by sea to Europe.

Both the camel routes across the deserts of Arabia and the ports along the coast of South Arabia were part of a huge trade network. This network covered most of the world which was then known as the Arabia Felix.

South Arabian merchants also used the Incense Route to transport spices, gold, ivory, pearls, precious stones, and textiles. All of these arrived at the local ports from Africa, India, and the Far East.

Both the Nabataeans and the South Arabians grew extremely rich because of the transport of goods to lands beyond the Arabian Peninsula.

Questions

- What three trading routes are mentioned in the text?
- Which items do you think were the most expensive?
- Why do you think silk, spices and incense were important?

Let's Think

What do you think life was like for travellers along the routes?

Activity 3

Long-distance Exchanges

Long-distance trade was important for the exchange of culture and art between the major centres of ancient civilisations in Europe and Asia.

The trade routes were used to transport raw materials, food, and luxury goods from areas with large quantities to others where they were not easily available.

For example, China provided West Asia and the Mediterranean world with silk; Arabia provided these areas with frankincense and myrrh.

Goods were transported over long distances—either overland by animals or by sea on ships—using the Silk, Spice and Incense Routes.

These routes were the main points of contact between the ancient empires of the Old World. They were therefore considered to be the communication highways of the ancient world.

Activity 4

Think about the text you have just read. Then, with your partner, role play that you are two traders along the Silk, Spice or Incense Route.
Use the questions below to help you.

- Which route are you on?
- What are you trading?
- What transportation did you use?

Lesson 3

Merchants and Explorers

How did people travel in the past?

How did camels help with trade?

sailor
adapt
explorer
economy
foreigner
landscape

Activity 1

Camels were very important for trading. They also had many different uses.
Write down as many different things you think camels can be used for.

Activity 2

Camels and Traders

There are two types of camels: dromedary camels, which have one hump, and Bactrian camels, which have two humps.

The two types of camel are found in different parts of the world. The dromedary camel, also called the Arabian camel, can be found in North Africa and the Middle East. The Bactrian camel lives in Central Asia.

Camels' humps consist of stored fat which they can use when there is no food and water. Camels also have other ways to adapt to their environment.

For example, they have a third, clear eyelid and two rows of long eyelashes to protect their eyes from blowing sand.

Humans have used camels for transport for thousands of years. They can carry about 375 to 600 lbs. (170 to 270 kilograms) on their backs. They are also used for meat, milk and leather or wool products.

Camels played a huge role in trade in the Arabian Peninsula. They were particularly used in the north. This was a meeting point for Arab traders and foreigners.

The merchants travelled across the Arabian Peninsula with silk, soft clothes, and gems from East Asian countries. Camels helped to move these items across the landscape.

Questions

- How are camels adapted to living in deserts?
- As well as transporting goods, what else were camels used for?
- How did camels help the development of trade and society?

Let's Think

Why do you think that camels were known as 'ships of the desert'?

Activity 3

Choose one of the famous explorers from below.
Use the internet to find out five facts about the explorer that you have chosen.
Write your five facts below. Share them with your classmates.

1. _____

2. _____

3. _____

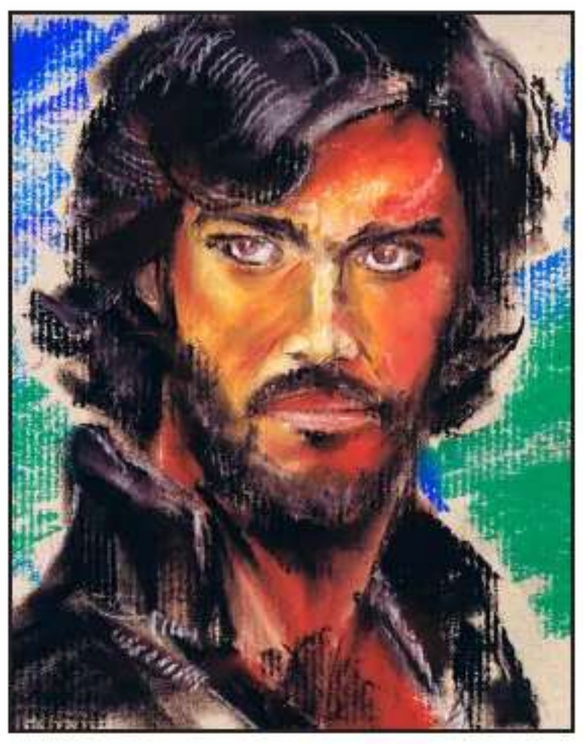
4. _____

5. _____

Ahmad ibn Majid

Ahmad ibn Fadlan

Vasco da Gama



Marco Polo

Activity 4

The Silk Road

The Silk Road was a trade route that was used by many merchants between 200 B.C. and 260 C.E. It became known as the Silk Road because the product that was most traded on it was silk from China. Silk became so important to the economy of China that they kept the process of how to make silk a secret.

One of the advantages of the Silk Road was that it connected the world. Especially Central Asia, the Mediterranean, China, and Japan. This allowed people to share different ideas and technologies.

Another advantage of the Silk Road was its economic impact on many countries. As the Silk Road grew, more people started working as merchants and making money in other ways to support the Silk Road. For example, hotels were built, blacksmiths set up workshops and merchants who sold food for animals created shops.

As Chinese silk became more popular among the world, more Chinese people started working in the silk industry. In fact, the popularity of silk started creating jobs for many people in China.

Activity 5

Write a short diary entry for a Chinese silk trader using information from the text.

Lesson 4

Commercial Routes

What was the caravanserai?

What was exchanged through trading besides goods?

caravanserai
merchants
exchange
distant
guests
trade

Activity 1

Many different things were traded on the Silk Road in addition to goods and services.
Work with your partner. Write down your ideas about what else was exchanged by traders when they visited from different countries.

Activity 2

Be Our Guest

My name is Mansour. I am the proud owner of a busy caravanserai.

I open my guest house to tired travelling merchants who are trading along the local Silk Road. I have guests from distant lands such as China and Rome.

In the comfort of my home, they can eat well, rest and prepare for the next part of their journey.

There are many caravanserai in the region. A dear friend of mine owns another caravanserai 40 kilometres north. That's a day's journey from here.

Many of my guests exchange goods while here. It makes me very happy to see them working together, even though I do not understand their languages.

Often guests stay a few days here trading at the local markets. They always return in the evening with the camel's load much lighter than it was before breakfast.

At night time, the guests share stories, songs, ideas, and different traditions. Many important friendships have been made under this roof.

I will never forget the trader who sang a beautiful song. Even the animals in the courtyard listened to him in silence.

No two days are the same here in the caravanserai. I wouldn't have it in any other way.

Questions

- What is Mansour's job?
- What is a caravanserai?
- What did guests share in the evenings?

Let's Think

Would you have liked to visit a caravanserai?

Activity 3

Using the images above and what you have read in the text, draw a picture of a scene you can image happening at the caravanserai in the box below.
You might like to think about the things people shared at the caravanserai, like food, stories, songs, ideas, and traditions.

Activity 4

Imagine you are a trader travelling on a trade route. What parts of the UAE culture would you like to share with someone from a faraway land?
Write some sentences about UAE culture and traditions for someone who has never visited the country.

Lesson 5

Trade Around the World

How did trade change culture?

What helped the economy of Dubai?

port
custom
economy
duty-free
invention
infrastructure

Activity 1

List as many cities and ports as you can in the table below.

The United Arab Emirates	The Rest of the World

Activity 2

How Dubai Used its Oil

Dubai was slow to grow economically until oil was found in 1966. The oil revenue helped Dubai's economy to grow. However, the amount of oil was limited compared to other Middle Eastern countries.

For this reason, the oil money was used to develop Dubai's roads, ports, business centres and educational and medical services. This helped to make it an important trading centre. It no longer needed oil to make money.

In some ways, Dubai is similar to Hong Kong. Both are famous for the duty-free trade of many types of goods, such as electronics, jewellery, and textiles.

Questions

- When did Dubai start to grow economically?
- What did Dubai use the oil money to build?
- In what way is Dubai like Hong Kong?

Let's Think

Why was it a good idea to use money from oil for infrastructure?

Activity 3

**As we have seen, many different things are shared when people trade around the world.
Choose a topic from the list. Use the internet to research how it has been influenced by travel and trade.
Make notes on what you found below.**

- art
- food
- travel
- business
- language
- technology

Activity 4

Work with a partner who chose the same topic.
Create a presentation for your classmates.

Unit 6
Learning about Money

Lesson 1: Our Community 80

Lesson 2: Goods and Services 88

Lesson 3: Producers and Consumers 94

Lesson 4: Supply and Demand 100

Lesson 5: Saving, Budgeting and Spending 108

How are different people in the community connected?

What are the differences between needs and wants?

Why is it important to have a budget?

What are 'demand' and 'supply'?

Lesson 1

Our Community

What is a community?

What communities do you belong to?

shelter
modern
institution
traditional
community
neighbourhood

Activity 1

Use the neighbourhood map to answer the questions. Write the name of the place that you can do the following things:

1. Study _____
2. Get petrol _____
3. See a doctor _____
4. Buy food _____
5. Learn about history _____
6. Have fun _____

Activity 2

People in the Community

A community is a group of people that have things in common. They live in the same area. They work together, play together, and help each other. They may have the same beliefs.

People make communities to meet their needs. Needs are things people must have. People have some basic needs such as food, water, clothing, and shelter. Shelter is a safe place to live. If people do not have basic needs, they would die within a few days or weeks. Other important needs are health care, safety, education, and transportation.

Wants are things people enjoy having in life, but don't necessarily need. People want to have fun. They want to have friends. They want to be happy. People do not need these things to survive, but they make life much better.

People cannot fill all their needs and wants by themselves. They need help from other people.

People in communities help each other to meet their needs and wants. Your neighbourhood is an example of a community.

Questions

- Why do people create communities?
- What are some examples of basic needs?
- What is the difference between a want and a need?

Let's Think

What do you like best about your community?

Activity 3

Institutions in a Community

A community can be a neighbourhood, town, or city. It can be traditional or modern. Communities are made up of homes and different institutions that provide goods and services for people.

Institutions are organisations that serve people in communities. For example, educational institutions, such as schools and universities, as well other institutions like libraries, museums, and theatres.

Communities also have institutions to help keep people safe. For example, police and firefighters help to keep people safe. Hospitals help people who need medical care.

Banks and post offices provide services. For example, banks provide money services and post offices help people to send letters or pick up a package. While supermarkets and shops sell food, clothes and other types of goods that make our lives easier and more enjoyable.

Activity 4

Think about how your neighbourhood and your school meet your wants and needs.
Complete the table below with your partner.

	Needs	Wants
Your neighbourhood		
Your school		

Activity 5

Using the box below, draw a map of your neighbourhood.
Label where you live and the institutions in your neighbourhood.

Activity 6

People in communities help each other. Think of someone who helps you and how you help them. Using the questions below, write some sentences about them.

- How does that person help you?
- How do you help that person?

Lesson 2

Goods and Services

What are goods and services?

Can you give an example of something you need?

police officer
government
firefighter
medical
doctor
nurse

Activity 1

In groups, discuss the goods and services that your family paid for last week. Did they want or need them? Write your ideas in the table below.

	Things we wanted	Things we needed
Goods		
Services		

Activity 2

Goods and Services

Goods are things we buy such as food, clothes, toys, and cars. Whereas services are actions people do for others.

People need money to buy goods and services. They must have jobs and work to make money to pay for them.

People pay for goods and services offered by companies. Then companies pay people for working for them. For example, you pay a hospital when you get medical care. Then, the hospital pays the doctors, nurses, and other staff.

Needs and wants can be goods or services. Some needs are goods, and some are services. Some wants are goods, and some are services.

For example, we need to eat food and drink water to live. We may want to eat ice cream or drink orange juice, but if we did not, we would still live.

One the other hand, we must have transportation to get to school. We may want to go by car rather than going on the school bus. However, getting to school is a need but going by car is something we may want.

Questions

- What is an example of a service that people need?
- Is ice cream a need or a want?
- Is going to school a need or a want?

Let's Think

Should people always get what they want or what they need?

Activity 3

Read the statements in the table below. Then, circle 'good' or 'service' for each statement.

Statement	Good or service?	
You went to get a haircut.	good	service
You got a new bag for school.	good	service
Your father pays to get his car washed.	good	service
Your mother bought a new dress.	good	service
A mechanic fixed your father's car.	good	service

Activity 4

You and your family are going on a camping trip for the weekend. What do you need to take and what do you want to take on the trip?
Complete the table below with two needs and two wants and your reason for taking them.

Two things I need:

Item 1:

Why?

Item 2:

Why?

Two things I want:

Item 3:

Why?

Item 4:

Why?

Lesson 3

Producers and Consumers

What is a producer?

What is a consumer?

service
provider
producer
consumer
dangerous

Activity 1

We are all consumers. Many of us have favourite brands that we buy more than once. Often, these are very popular companies.
How many car companies, video game companies, and mobile phone companies can you name? Work with a partner to complete the table.

Car companies	Video game companies	Mobile phone companies

Activity 2

Producers and Consumers

Most companies are consumers and producers. For example, when a mobile phone company buys materials, like plastic and metal, to make phones, it is a consumer. When the same mobile phone company makes phones to sell to people, it is a producer.

Supermarkets are also both consumers and producers. For example, supermarkets sell food and other goods to people. This makes the supermarket a producer. However, supermarkets must buy food and other goods from farms or other companies. This makes the supermarket a consumer.

Questions

- Why are most companies producers and consumers?
- How are mobile phone companies consumers?
- How are supermarkets consumers?

Let's Think

Can you think of any example of companies that are only producers?

Activity 3

Do these pictures show producers or consumers?

Activity 4

Local and International Companies

Local companies are based and operated in the community where the owner lives. The community could be a neighbourhood or a country.

If a person opens a restaurant in their neighbourhood, the restaurant is a local company. If a person opens a farm that sells products in their country, the farm is also a local company.

Companies which are operated in many communities are not local companies. For example, McDonalds, Carrefour, and GMC are not local companies.

Goods and services from local companies are often more expensive than other companies.

Other companies may also have more goods and services to choose from.

However, buying from local companies keeps money in the community and helps support people in the community.

Some people buy local goods and services because they want to support their neighbours or the country that they live in. For example, instead of buying lunch from an international fast-food restaurant, they order food from a restaurant owned by a neighbour.

Activity 5

Using the text above to help you, write some sentences about why it is a good idea to use local companies for goods and services.

Lesson 4

Supply and Demand

What kinds of products do many people want?

Why do the price of products change?

offer
reduce
demand
increase
(short) supply

Activity 1

What goods do you see in the classroom? How much do you think they cost?
In groups, complete the table below with five goods you can see. Then, estimate how much you think they cost and add this information.

	Item	Price (AED)
1.		
2.		
3.		
4.		
5.		

Write a sentence about why these goods have different prices.

Activity 2

Supply and Demand

The price of goods and services depend on supply and demand. Supply is the amount of goods available for sale at a certain price. If there is a low supply of a good or service, then it is in short supply. This means that there is not enough available for everyone who wants it.

Demand comes from the number of people who want a good or service at a certain price. For example, many people may want to buy the newest phone. They may be happy to pay a high price. In fact, some people even wait outside stores to be the first ones to get it!

After a few years, many people may still want the same phone. However, after lots of people have already bought the newest phone, the price goes down. This is because they are available in many stores and a lot of people have already bought one. It will therefore be on sale at a lower price because the demand is lower.

We can see from this example how the supply and demand of goods and services change. This affects the price. If the supply of a certain type of good increases, the price usually falls because it is no longer in short supply. A high supply but a low demand usually lowers the price. In contrast, a low supply and high demand usually makes the price higher.

Questions

- What happens to prices if there is a short supply?
- What happens to prices if there is a high demand?
- What kinds of products are often in high demand?

Let's Think

Would you wait outside a store to be the first to buy a new item?

Activity 3

Sales at Stores

Stores often have sales. In sales, stores lower their prices. One reason they do this is supply and demand.

A store may have a shirt that not many people want to buy at the price they are asking. That means that the demand for the shirt is low at that price. The store might therefore reduce the price to get more people to buy the shirt. The store lowers the price to try to increase the demand for the shirt.

Sometimes stores also try to get more customers by adding "limited quantities" to the advertisement. This is to make people feel that they must buy something quickly.

Another way to get customers to come to the store is by making offers. For example, one offer might be "buy one pizza, get one free." Offering two for the price of one helps the producer to sell their goods.

Activity 4

Complete the sentences with the words below. You can use each word more than once.

supply **demand** **price**

1.	The amount of goods or services available for sale is the _____.
2.	The amount of people who want to buy a good or service at a certain price is the _____.
3.	Lowering the _____ of an item often increases _____ because people want to pay less.
4.	Increasing the _____ often decreases _____ because there is more available to consume.

Activity 5

Imagine that you are a business owner. You have too much of a product. You need to create an offer to get customers to buy it quickly.
Work with a partner to make a poster to attract more customers to your shop so that they will buy your product.

Lesson 5

Saving, Budgeting and Spending

Do you plan how you spend money?

Are you good at saving money?

saving
budget
income
feature
spending
expenses

Activity 1

If someone gave you 100 AED, what would you do with it?
In groups, try to agree on what you would like to spend it on. Below, write down what you want to buy and why.

Activity 2

Budget

People spend money on goods and services that they want or need, like food and somewhere to live.

People can't buy everything they want so most people try to save some money to buy goods or services in the future. They might save money for things like new furniture, a new car, or a holiday.

Many people make a plan for spending and saving money called a budget. A budget helps people to control how much they spend and save. A budget has two parts: income and expenses.

Income is money coming in, like money earned from work. An expense is money going out, like spending money for goods and services.

Sometimes people need to save for a long time to buy an expensive item such as a new car or a house.

Questions

- What kinds of things do people save money for?
- Why is a budget helpful?
- Is it important to save money?

Let's Think

Are you good at saving money?

Activity 3

Imagine that you want to have a party with three friends. Decide what to buy for your party.
You can choose four items, but you cannot spend more than 150 AED. You must buy at least some healthy food.
Complete the shopping list below.

Available items

Item	Cost for 4 people (AED)
Pizza	100.00
Hamburgers	80.00
Chips	20.00
Cupcakes	30.00
Carrot Sticks	7.50
Celery Sticks	7.50
Oranges	10.00
Soda	12.00
Juice	10.00
Water	8.00
Plates	10.00
Forks	5.00
Knives	5.00
Spoons	5.00
Other:	
Other:	
Other:	
Other:	

My shopping list	
Item	**Cost for 4 people (AED)**
Total cost:	

Activity 4

Being Careful with Money

Often, we spend money on things we don't need but want, such as going to the cinema.

It is important to know how to spend money carefully.

Careful shoppers think about the different options they have before buying. That means they look at the type of product or service and the price. If two products have the same features, the careful shopper may choose the cheaper product. That is how they save money.

Careful shoppers may look at advertisements or supermarket flyers. They look for items that are on sale before they buy things. They understand their needs and wants and do not always buy or do things just because their friends do.

Activity 5

In your group, decide on a place or event that you want to go to. Work together to use the internet to find out how much it will cost.
Put the information in the table. Then, write a paragraph below using the two questions to help you.

Item	Cost (AED)
Transportation	
Entrance Fee / Ticket Price	
Food and Drinks	

- Where did you decide to go?
- Why did you decide to go there?